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Course Profiles

blic District School Board Writing Partnership

Course Profile

International Languages

Level 1
Open

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Int. Lang.
10P
Level 1
Open

• *for teachers by teachers*

This sample course of study was prepared for teachers to use in meeting local classroom needs, as appropriate. This is not a mandated approach to the teaching of the course. It may be used in its entirety, in part, or adapted.

April 2000

BDC-6182
MLC

Course Profiles are professional development materials designed to help teachers implement the new Grade 10 secondary school curriculum. These materials were created by writing partnerships of school boards and subject associations. The development of these resources was funded by the Ontario Ministry of Education. This document reflects the views of the developers and not necessarily those of the Ministry. Permission is given to reproduce these materials for any purpose except profit. Teachers are also encouraged to amend, revise, edit, cut, paste, and otherwise adapt this material for educational purposes.

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Course Overview
International Languages, Level 1, Open

Description/Rationale

International Language programs focus on developing the language knowledge and communication skills students need to function effectively in the international community, both as professionals and as private citizens. Students learn to listen, speak, read, and write with precision and confidence, and develop thinking and analytical skills. In addition, the interdisciplinary nature of language allows students to explore related areas of study such as history, geography, music, art, business, and world issues.

The Level 1 Open course is an introductory language course appropriate for those students wishing to acquire proficiency in the language for personal or future professional reasons, such as travel or business. Students acquire knowledge and practice of practical, everyday vocabulary and structures that will enable them to communicate effectively in the language.

Unit Titles (Time + Sequence)

Unit 1	About Me	18 hours	German	Summary unit
Unit 2	About My Family	18 hours	Italian	Fully developed unit
Unit 3	About My World	20 hours	Spanish	Summary unit
Unit 4	On the Move	18 hours	German	Fully developed unit
Unit 5	On the Go	16 hours	Italian	Summary unit
Unit 6	On the Town	20 hours	Spanish	Fully developed unit

Unit Descriptions

Note: In order to present activities in a real context, each unit has been developed with reference to a specific language: German, Italian, or Spanish. These activities may be adapted by teachers of other international languages. See the section Course Notes below for further details.

Unit 1: About Me

The teacher introduces beginning language students to basics of the language of study. Students learn to talk about themselves, to inquire about others, as well as to use vocabulary and expressions related to their classroom environment. They begin to adapt and perform simple dialogues and are assessed on their listening and speaking skills. The unit assists students to learn more about themselves and others in their classroom, and creates the foundation to begin to communicate in the language of study. (German)

Unit 2: About My Family

In this unit, students continue to learn to function in the language of study. The teacher organizes a variety of activities relating to the family, family members and traditions. Individual, pair, and whole class activities give students opportunities to begin to practise the language and to use it in a variety of communicative situations. The teacher assesses student progress in all skill areas. A design-your-own-pizza project and a culminating storyboard activity help students to review and consolidate the vocabulary and structures of the unit. (Italian)

Unit 3: About My World

Students participate in a variety of practical, structured activities that provide opportunities to listen, to discuss, to read, and to begin to write about their school environment (their personal timetable, the subjects and teachers they have). Other relevant themes such as their hobbies, their leisure activities, places of entertainment, weekend activities, and famous parks are introduced and developed through brainstorming, structured dialogues, and some reading and writing activities. Assessment tools for the teacher include observation, true-false quizzes, interviews, and oral presentations. A tourist brochure about a natural or theme park is produced at the end of the unit. (Spanish)

Unit 4: On the Move

In this unit, students chart their weekly activities and prepare a personal agenda. They begin to look at the geographical locations where the language of study is spoken, and explore typical daily schedules in some of those regions. They act out a scene about planning an activity with a friend on the phone, participate in choosing a film from a list, and gather information for a short magazine article based on an interview. A variety of assessment opportunities provides continuous feedback to the teacher on the students' developing skills and knowledge. Teacher-directed and structured activities place students in practical everyday situations and prepare them linguistically for more in-depth exploration of travel plans in the following unit. (German)

Unit 5: On the Go

In this unit, students use the language of study to explore the world of leisure activities and travel, with specific reference to the countries in which the language is spoken. Students use authentic materials (e.g., city/road/tourist maps, application for a student card, bus/train/plane tickets) to learn vocabulary associated with leisure activities, transportation, directions, and the geography of the countries where the language of study is spoken. The teacher uses a variety of assessment tools to measure students' comprehension and communication skills. The focus of this unit is vocabulary acquisition and application in real-life situations. (Italian)

Unit 6: On the Town

In this unit, students discuss, read and write about the world of food and the world of fashion. In practical contexts, students learn how to describe clothing and how to shop for various items. Through structured activities, they learn how to express their likes and dislikes of foods, how to select a restaurant, and how to order a meal. The teacher provides a variety of opportunities for students to practise and consolidate their language knowledge. Students demonstrate their learning through discussion and through the preparation and presentation of a menu and a meal. (Spanish)

Course Notes

In order to provide a real context for strategies, activities, evaluation, and resources in this course profile, three international languages were chosen: German, Italian, and Spanish. The profile is written as generically as possible, but with specific references in individual units to one of these languages and cultures, and often with specific examples in the language, especially in the appendices. Teachers of other international languages will be able to adapt the majority of these activities to their particular language and culture, and so benefit from the experience and expertise of the writers of these profiles. Specific resources relevant to other languages can be found, and some sources for multi-language resources and web sites that include a number of international languages have been included here.

This profile contains six units: three fully developed and three summary units which include expectations, activity titles, prior knowledge required, planning notes, a summary of assessment and evaluation tools, and teaching/learning strategies, as well as resources. For additional ideas and activities, please refer to the corresponding Academic course profile which fully develops the summary units contained in this Open profile. Some suggestions are made in the Teaching/Learning Strategies of fully developed units to adapt activities for students in Academic courses.

Teachers should be familiar with school and Board policies regarding acceptable use of the Internet and the physical safety of students within their jurisdiction. Classroom activities should reflect avoidance of bias, and awareness of violence prevention within the school environment. Input from special education and ESL teachers will help teachers to meet the needs of their students enrolled in these programs. Teachers should also be aware of procedures and guidelines regarding community involvement in school activities (see Ministry of Education and Training Policy Memo No. 124). A high priority should be collaboration and integration with other school departments and the community in order to broaden students' perceptions, to help them make important connections, and to link them to the world beyond the classroom walls.

The strands of Oral Communication: Listening, Oral Communication: Speaking, Reading, and Writing form the basis of each unit and are the starting point of each activity. Although it is difficult in this course profile to be specific about reading passages, both in-class and supplementary reading are essential for the acquisition, improvement, and consolidation of vocabulary, idiomatic expressions, and language structures. Teachers are encouraged to provide as many and as wide a variety of reading opportunities as possible. The International Languages Policy document prescribes a minimum of 15 pages of simple text for Level 1, Open.

Grammar and language knowledge, as well, are an integral part of international language courses and are always taught in context. Grammar and language knowledge expectations have been included in code form at the beginning of each unit, and are reintroduced in the assessment/evaluation charts of each activity. Appendix A-01: Level 1 – Open Expectations and Appendix A-02: Level 1 – Grammar and Language Knowledge Expectations of this profile lists all codes and the full text for all expectations.

Teaching/Learning Strategies

A wide variety of teaching and learning strategies have been provided to maintain the interest of students and maximize the success of all types of learners. Among strategies used are:

- whole class: brainstorming, problem solving, presenting/introducing, general discussion;
- small group: collaborative/co-operative learning activities, interviewing, creating and performing dialogues and skits, simulating, projects;
- individual: note making, gathering and organizing information, reading age- and language-appropriate materials, writing, questioning, conferencing.

Suggestions for the use of information technology have been included in all units. Technological and community resources have been included throughout the profile and teachers are encouraged to use them wherever possible.

Assessment/Evaluation Techniques

Diagnostic and Formative Evaluation

- observation: formal and informal by the teacher
- reflection: teacher, peer and self-assessment
- aural comprehension tests
- paper and pencil quizzes: teacher- or course-designed
- conferencing: student/teacher
- performance: projects, creative writing assignments, role performances, simulations
- tools: checklists, rating scales, video/audio tapes, quizzes (aural/oral, written/reading), anecdotal comments, probe questions, rubrics for oral and written assignments

Summative Evaluation

- paper and pencil assessment: teacher and course-designed tests
- performance: application assignments, guided and free compositions, oral presentations, unit tests
- projects reflecting knowledge acquired in unit(s) of work

Final Evaluation

A combination of items requiring synthesis of knowledge acquired during course:

- written examination
- composition
- comprehensive oral presentation
- teacher/student interview
- project (written and/or oral)
- listening and reading comprehension tests

Accommodations

For students, the learning of a language at any level is a complex task, and requires skills in a number of areas: specifically, the ability to listen and comprehend, to read and understand, and to respond to what is heard or read. All aspects of these tasks are recognized, practised, assessed, and evaluated by the teacher. Every attempt is made by the teacher to accommodate students' individual needs, in order to increase their success in the course.

- consideration of students' Annual and/or Individual Education Plans
- enrichment materials/activities available
- alternative or independent assignments or projects
- flexible grouping/roles of students according to needs and assignment
- flexible time for preparation of assignments or presentations
- resource packages or reinforcement sheets for extra practice
- simplification of terminology or instructions
- extra models and examples provided for oral or written assignments
- class time planned for teacher and/or peer assistance
- flexibility in presentation of assignment (e.g., cassette recorder or computer as alternative to hand-written assignment/response)

Resources

Teachers will find specific resources in the units and activities that follow. The listing of resources in the unit overview at the beginning of each of the six units has complete bibliographical information on both print and technological resources. For additional resources and for other international languages, teachers should contact individual publishers and distributors. In addition, community resources will be very helpful: community organizations, clubs, embassies, consulates, travel agents, newspapers, radio and television stations, theatres, and native speakers from the community.

As a starting point, the following web sites may prove useful in searching for specific information, in obtaining materials related to assessment and evaluation, or in finding information related specifically to language and culture. Many sites provide links to other useful sites. All of these sites were active at the time of publication:

www.google.com
An elegant multi lingual search engine

http://school.discovery.com/schrockguide/assess.html
Kathy Schrock's Guide for Educators – Assessment Rubrics

http://webhome.idirect.com/~omlta/
Ontario Modern Language Teachers' Association

http://www.actfl.org/
American Council on the Teaching of Foreign Languages

http://www.mla.org/
Modern Language Association of America

OSS Policy Applications

Ontario Ministry of Education and Training. *The Ontario Curriculum, Grades 9 and 10, Classical and International Languages, 1999.*

Ontario Ministry of Education and Training. *The Ontario Curriculum, Grades 9 and 10, Program Planning and Assessment, 1999.*

Ontario Ministry of Education and Training. *Ontario Secondary Schools, Grades 9 to 12, Program and Diploma Requirements, 1999.*

Course Evaluation

- collaborative pre-planning of assignments and units of work
- structured feedback from students regarding effectiveness of course (surveys, checklists, interviews)
- structured feedback from teachers regarding effectiveness of individual assignments and/or activities
- informal discussion among teachers regarding effectiveness of strategies or activities
- regularly scheduled department meetings to discuss, evaluate, and make changes to delivery of assignments and activities
- summative meeting at the end of the year to plan for the future

Coded Expectations, International Languages, LBAAO - LYXAO

Oral Communication: Listening

Overall Expectations

OLV.01

– demonstrate an understanding of very simple spoken language in practical, structured situations, applying knowledge of basic vocabulary and language structures.

Specific Expectations

OL1.01

– identify sounds and demonstrate some understanding of basic vocabulary and language structures by giving brief answers to simple questions;

OL1.02

– use visual cues (e.g., facial expressions) and some verbal cues (e.g., intonation, tones) to understand simple oral messages in dialogues (e.g., interviews or conversations on videotape);

OL1.03

– identify cultural aspects of the international language (e.g., use of greetings, introductions).

Oral Communication: Speaking

Overall Expectations

OSV.01

– communicate orally in different practical, structured situations and for different purposes, using basic vocabulary and language structures.

Specific Expectations

OS1.01

– use standard pronunciation in the international language (for words and in phrases and sentences);

OS1.02

– use basic vocabulary and language structures to ask and answer short questions, and to make brief statements (e.g., order food in a restaurant);

OS1.03

– express likes and dislikes in brief, rehearsed conversations and dialogues;

OS1.04

– apply knowledge of the cultural aspects of the international language by using oral language conventions appropriately (e.g., forms of greeting).

Reading

Overall Expectations

REV.01

– read age- and language-appropriate passages from different sources for various practical purposes, applying knowledge of simple vocabulary and language structures.

Specific Expectations

RE1.01

– read short, simple texts (e.g., menus, schedules, dialogues) for comprehension, consolidation of oral skills, and expansion of vocabulary;

RE1.02

– read simple materials aloud to develop standard pronunciation;

RE1.03

– use visual cues (e.g., illustrations) and some verbal cues (e.g., context) to determine the meaning of messages in print and other media (e.g., advertisements, CD-ROMs);

RE1.04

– respond to materials read by answering short questions;

RE1.05

– demonstrate knowledge of the culture of countries where the language is spoken (e.g., identify and describe typical foods, celebrations).

Writing

Overall Expectations

WRV.01

– write for a variety of practical purposes, using basic vocabulary and language structures.

Specific Expectations

WR1.01

– write complete but simple sentences, using basic vocabulary and language structures (e.g., identify and describe favourite foods);

WR1.02

– write answers to simple questions;

WR1.03

– write for practical purposes, using a model (e.g., create a party invitation);

WR1.04

– use resources to communicate more effectively in their writing (e.g., bilingual, visual dictionaries);

WR1.05

– use knowledge of the culture of countries where the language is spoken in materials they write or create (e.g., design a poster for a special event).

Grammar and Language Knowledge

Grammar and Language Knowledge

GL1.01 Nouns

– use of articles with nouns, – formation of the plural, – gender of nouns, – use of the partitive with nouns (e.g., some pizza, any hamburger)

GL1.02 Prepositions

– simple prepositions (e.g. to, at, of), – simple prepositions and articles (e.g., to the, at the, of the)

GL1.03 Pronouns

– subject pronouns, singular and plural, – interrogative pronouns (e.g., who, what)

GL1.04 Verbs

– present tense, regular verbs and frequently used irregular verbs (e.g., to be, to have, to want, to go) , – verbs in simple negative constructions

GL1.05 Adjectives

– regular adjectives and frequently used irregular adjectives (e.g., good), – expressions of quantity, – possessive adjectives (e.g., my, your, his, her), – demonstrative adjectives (e.g., this, that), – interrogative adjectives (e.g., which)

GL1.06 Conjunctions

– common conjunctions (e.g., and, or)

GL1.07 Adverbs

– adverbs used to modify verbs (e.g., She drives quickly.), – adverbs used to modify adjectives (e.g., I am very happy.),

GL1.08 Syntax

– word order in simple sentences, positive and interrogative, – subject-verb agreement (e.g. he is, boys are), – gender and number agreement in noun phrases

GL1.09 Vocabulary

– days of the week, months of the year, time of day, – names of colours, – words associated with the family, food, leisure, transportation, places (e.g., school, office, factory), – basic salutations, – words related to the topic of health, – names of school disciplines, – cardinal numbers (1-100)

GL1.10 Other Elements

– expressions useful in the classroom (e.g., expressions used to ask permission, simple commands), – idiomatic expressions, – essential characteristics of the writing system, as required

Unit 1: About Me

Time: 18 hours

Unit Description

In this unit, the teacher introduces beginning language students to basics of the language of study. Students learn to talk about themselves, to inquire about others, as well as to use vocabulary and expressions related to their classroom environment. They begin to perform and adapt simple dialogues and are assessed on their listening and speaking skills. The unit assists students to learn more about themselves and others in their classroom, and creates the foundation to begin to communicate in the language of study.

Strand(s) and Expectations

Strand(s): Oral Communication, Reading, Writing
Overall Expectations: OLV.01, OSV.01, REV.01, WRV.01.
Specific Expectations: OL1.01, OL1.02, OL1.03, OS1.01. OS1.02, OS1.03, RE1.01, RE1.02, RE1.03, RE1.04, RE1.05, WR1.01, WR1.02, WR1.03, WR1.04, WR1.05, GL1.01, GL1.03, GL1.04, GL1.05, GL1.06, GL1.08, GL1.09, GL1.10.

Activity Titles (Time + Sequence)

Activity 1	What Is Your Name?	180 minutes
Activity 2	Saying Hello and Goodbye	200 minutes
Activity 3	Fun with Numbers	200 minutes
Activity 4	My Classroom	250 minutes
Activity 5	Guess Who's Coming to School	250 minutes

Prior Knowledge Required

- basic understanding of an alphabet or phonetic symbols
- ability to recognize letters of the alphabet or phonetic symbols by their sounds in order to understand and spell vocabulary introduced in this unit

Unit Planning Notes

- The teacher gathers the resources listed.
- The teacher refers to the Achievement Levels chart, which is found in *The Ontario Curriculum, Grades 9 and 10, Classical and International Languages, 1999*, to establish the criteria lists for the assessment of student learning throughout the unit.
- The teacher prepares the criteria checklists for the unit activities prior to introducing the unit.
- The teacher pre-teaches/reviews the functional language (structures, theme, vocabulary) required for the successful completion of the tasks of this unit.
- The teacher clarifies expectations before each activity and discusses student achievement with the class following each activity.

Teaching/Learning Strategies

- The teacher establishes with students the learning goals of the unit/activities.
- In this unit the following teaching/learning strategies are used: brainstorming, problem solving, memorizing, collaborative/co-operative learning, Internet research, simulating and performing, note making, and communication strategies which include questioning, speaking the language of study in small groups, participating in brief discussions, and writing dialogues and postcards.

Assessment and Evaluation

Diagnostic and Formative Evaluation

- reflection: peer assessment
- observation: formal and informal
- performance: short written assignments, role performance, simulation
- tools: checklists, rating scales, video/audio tapes, quizzes (aural/oral, written/reading)

Summative Evaluation

- culminating activities
- conference with teacher
- paper and pencil assessment: teacher-made, standard test

Resources

Print

Berwick, Gwen and Sydney Thorne. *Mach's gut! Level 1*. Cheltenham: Mary Glasgow Publications, 1998. ISBN 0 7487 3567 4

Berwick, Gwen and Sydney Thorne. *Mach's gut! Level 2*. Cheltenham: Mary Glasgow Publications, 1999. ISBN 0 7487 4003 1

Briggs, Lawrence, Bryan Goodman-Stephens, and Paul Rogers. *Zickzack Neu 1*. Surrey: Thomas Nelson and Sons, 1993. ISBN 0-17-439785-2

Briggs, Lol, Bryan Goodman-Stephens, and Paul Rogers. *Zickzack 1*. Leeds: E.J. Arnold and Son Ltd, 1987. ISBN 0 560-15001-6

Farrel, Catherine and Paul Shannon. *Trans-Europa-Express: Deutsch Level 1*. London: Hodder and Stoughton Educational, 1999. ISBN 0 340 72059 X

Kraft, Wolfgang S. *Deutsch Aktuell 1*. St. Paul, Minnesota, USA: EMC/Paradigm Publishing, 1998. ISBN 0-8219-1449-9

Moeller, Liedloff, Kent. *German Today 1*, Fourth Edition. Boston: Houghton Mifflin Company, 1989. ISBN 0-395-47122-2

Technological

Annenberg/CPB Collection. *Fokus Deutsch*. (12 x 60 minute videos and support materials) Series Code # 64-31-1023; available from McGraw-Hill Ryerson Ltd; TEL: (905) 430-5050 or (800) 565-5758; FAX: (800) 463-5885

Eine kleine Deutschmusik. (German songs reinforcing vocabulary and grammar, set to familiar tunes), available from Tralco, TEL: (905) 575-5717; Toll free: 1-888-4-TRALCO; FAX: (905) 575-1783; Text/Workbook # 3-0468-9670-1; Music cassette # 3-468-9671-8

Clip Art (www.microsoft.com/clipgallerylive for free download of clip art)

Corel DRAW™, Ottawa. (www.corel.com/products for ordering information)

German for everyone. CD-ROM. Cambridge, Mass.: The Learning Company, 1997. (2 disks)

Inter Nationes. *Alles Gute, Langenscheidt* (Video Series), 1989 Bonn ISBN 3-468-96870-1

Internet

Lernexpress (Free Video Series), TVOntario (call: 416-463-6886).

Community

Goethe Institut, 163 King St. W., Toronto, Ontario. Phone: (416) 593-5257

School and public libraries

Unit 2: About My Family

Time: 18 hours

Unit Description

In this unit, students continue to learn to function in the language of study. The teacher organizes a variety of activities relating to the family, family members and traditions. Individual, pair, and whole class activities give students opportunities to begin to practise the language and to use it in a variety of communicative situations. The teacher assesses student progress in all skill areas. A design-your-own-pizza project and a culminating storyboard activity help students to review and consolidate the vocabulary and structures of the unit.

Strand(s) and Expectations

Strand(s): Oral Communication, Reading, Writing
Overall Expectations: OLV.01, OSV.01, REV.01, WRV.01.
Specific Expectations: OL1.01, OL1.02, OL1.03, OS1.01, OS1.02, OS1.03, OS1.04, RE1.01, RE1.03, RE1.04, RE1.05, WR1.01, WR1.02, WR1.03, WR1.04, WR1.05, GL1.01, GL1.04, GL1.05, GL1.07, GL1.08, GL1.09, GL1.10.

Activity Titles (Time + Sequence)

Activity 1	Meet My Family - Creating a Family Album	240 minutes
Activity 2	A Time Capsule of My Family Memories	240 minutes
Activity 3	Create Your Own Pizza	300 minutes
Activity 4	My Family Traditions - Storyboard	300 minutes

Prior Knowledge Required

- use of articles with nouns
- formation of the plural
- gender of nouns
- subject pronouns
- regular and possessive adjectives
- subject-verb agreement
- word order in simple sentences
- basic vocabulary/numbers, salutations, days of the week, months
- simple verbs (to be, to have, to like)

Unit Planning Notes

- The teacher refers to the resources listed.
- The teacher refers to *The Ontario Curriculum, Grades 9 and 10, Classical and International Languages, 1999* to determine overall and specific expectations and establish the criteria checklist for the assessment and evaluation of student learning throughout the unit.
- The teacher considers all expectations and prepares all necessary materials required for teaching and evaluation prior to introducing the unit.
- The teacher pre-teaches/reviews the language expectations required for successful completion of the tasks in this unit.
- The teacher prepares required materials and vocabulary.
- The teacher prepares rubrics/assessment and evaluation materials for the unit.

Teaching/Learning Strategies

- The teacher establishes with students the learning goals of the unit/activities.
- In this unit, the following teaching/learning strategies will be used: interviewing, oral communication, presenting/introducing, interactive/collaborative learning, brainstorming, investigating, writing, describing, discussing and conferencing.

Assessment and Evaluation

Diagnostic, Formative Evaluation

- observation: formal and informal
- performance (oral, written, visual): group discussion, presentations, interviews, descriptions, mini-reports, demonstrations, scrapbooks, photo boards, cartoon/comic strip story, pronunciation.
- tools: checklists, rating scales, rubrics, tests, quizzes (oral, written, reading)

Summative Evaluation

- performance: oral presentation, interview with a family member
- writing, editing, and presentation of storyboard
- researching, copying out, and preparing a traditional recipe

Resources

Print

Battaglia, G. *Leggiamo e conversiamo. Tra le pareti domestiche.* 1974

Canella, Piera. *Quaderni di Temi Practici.* 1984.

Federici, Carla and Carla Larese Riga. *Ciao!* Canada: CBS College Publishing, 1986. ISBN 0-03-069333-0

Istituto Geografico de Agostini. *Conoscere l'Italia*, Enciclopedia dell'Italia Antica e Moderna, vol. 2, 1979.

Merlonghi, Franca, Ferdinando Merlonghi, and Joseph A Tursi. *Oggi in Italia*, Fourth Edition. United States: Houghton Mifflin Company, 1991. ISBN 0-395-43223-5

Panebianco, Beatrice and Paolo Pullega. *Il Lettore di Poesia.* 1994.

Perini, Silvana. *Parliamo Insieme l'Italiano*, Livello 2, 3, 4, 1992.

Speroni, Charles and Charles Golino. *Basic Italian.* Toronto. Holt Rinehart & Winston Inc., 1993. ISBN 0-03074991-3

Technological

Internet

Italian for everyone. CD-ROM. Cambridge, MA: The Learning Company, 1997. ISBN 0-7630-1492-3

Microsoft Encarta. CD-ROM.

Community

Consulate General of Italy, 136 Beverley St., Toronto, ON, M5T 1Y5.
Tel (416) 977-2193. Fax (416) 977-5422.
http://www.italconsulate.org

Ente Nazionale Italiano per il Turismo, 1 Place Ville Marie, Suite 1914, Montreal, PQ, H3B 2C3.
Tel. 1-800-482-59047. Fax (514) 392-1429.
http://www.italiantourism.com

Istituto Italiano di Cultura, 496 Huron St., Toronto, ON, M5R 2R3.
Tel (416) 921-3802/-0499. Fax (416) 962-2503.
http://www.iicto-ca.org

Activity 1: Meet My Family - Creating a Family Album

Time: 240 minutes

Description

Students talk about the family and its individual members (e.g., physical descriptions, personal information, photographs, personal possessions, likes and dislikes, professions, roles and relationships). Students interview and identify family members and present them to classmates.

Strand(s) and Expectations

Strand(s): Oral Communication, Reading, Writing

Overall Expectations

OLV.01 - demonstrate an understanding of very simple spoken language in practical, structured situations, applying knowledge of basic vocabulary and language structures;
OSV.01 - communicate orally in different practical, structured situations and for different purposes, using basic vocabulary and language structures;
REV.01 - read age- and language- appropriate passages from different sources for various practical purposes, applying knowledge of simple vocabulary and language structures;
WRV.01 - write for a variety of practical purposes, using basic vocabulary and language structures.

Specific Expectations

Oral Communication: Listening
OL1.02 - use visual cues (e.g., facial expressions) and some verbal cues (e.g., intonation, tones) to understand simple oral messages in dialogues (e.g., interview or conversations on videotape).
Oral Communication: Speaking
OS1.01 - use standard pronunciation in the international language (for words and in phrases and sentences);
OS1.02 - use basic vocabulary and language structures to ask and answer short questions, and to make brief statements (e.g., order food in a restaurant);
OS1.03 - express likes and dislikes in brief, rehearsed conversations and dialogues;
OS1.04 - apply knowledge of the cultural aspects of the international language by using oral language conventions appropriately (e.g., forms of greeting).
Reading
RE1.01 - read short, simple texts (e.g., menus, schedules, dialogues) for comprehension, consolidation of oral skills, and expansion of vocabulary;
RE1.04 - respond to materials read by answering short questions.
Writing
WR1.01 - write complete but simple sentences, using basic vocabulary and language structures (e.g., identify and describe favourite foods);
WR1.03 - write for practical purposes, using a model (e.g., create a party invitation).

Prior Knowledge Required

- descriptive adjectives
- nouns, pronouns, adjectives, conjunctions, prepositions (their form and function)
- some interrogative pronouns
- frequently used verbs in affirmative sentences (*to like, to work, to do, to celebrate*, etc.)
- word order in simple sentences.

Grammar and Language Knowledge

- vocabulary associated with the self and family
- numbers to describe age and birth dates
- interrogative words
- possessive adjectives

Planning Notes

- The teacher prepares language/vocabulary worksheets.
- The teacher prepares/finds picture cards and model sentences to describe family members.
- The teacher prepares cloze exercise based on interrogative words.
- The teacher prepares quiz to assess verb forms.
- The teacher gathers any tools/resources essential for the execution of the family album activity—construction paper, binders, markers, etc.
- The teacher prepares self-evaluation/assessment sheet and rubrics for assessment of oral and written activities.
- The teacher prepares/finds a descriptive passage about a family.

Teaching/Learning Strategies

(**Note:** Sensitivity to issues about families—their makeup, history, relationships—needs to be considered in these activities.)

1. Whole class: The teacher introduces vocabulary associated with self and family, and teaches interrogative words and possessive adjectives.
2. Small group: Students question one another using picture cards or a matching activity using family members.
3. Whole class: Students read a simple descriptive passage about a family.
4. Individual/Small group: Students make a chart of family members, adding descriptive details, then present it orally to their group. The teacher assists with vocabulary. *Alternative for Academic Level: Students make a more extensive chart, and find words in text or dictionary.*
5. Whole class/Pair: The teacher introduces the conjugation of regular verbs. Students practise verbs in sentences with a partner in preparation for an oral/written quiz.
6. Individual: Students bring/draw/cut out pictures of family members and write descriptions of them.
7. Pair: With a partner, students choose a picture and talk about it
8. Individual: Students prepare and give an oral presentation on the family. *Alternative for Academic Level: Students memorize their presentation.*
9. Individual: Students complete self-evaluation/assessment sheet.

Assessment/Evaluation Techniques

Categories	Expectations	Tools	Activities
Knowledge/ Understanding	OL1.02 OS1.02, OS1.03 RE1.01	Chart of family members	Students talk about family members.
Knowledge/ Understanding	OS1.02 RE1.01, RE1.04 GL1.04, GL1.05	Rubric for assessing oral work	Students question one another using picture cards/matching activity.
Application	OL1.01 OS1.01 WR1.01 GL1.04, GL1.08	Verb quiz	Students complete oral/written quiz.
Communication	OS1.02, OS1.03 WR1.01, WR1.03	Rubric for oral discussion and written work	Students identify family members in pictures and in writing. Students explain contents of picture to peers.
Thinking/Inquiry	OS1.04 RE1.04	Rubric for oral presentation	Students read descriptions orally to class.

Accommodations

- Consult student's Annual and/or Individual Education Plan.
- Provide a resource package for vocabulary.
- Provide a model photo album.
- Allow students additional time to prepare for the oral presentation with peers or small groups before formal presentation.
- Permit students to use cue cards during presentation.
- Require strong students to present an expanded family chart.
- Provide more specified and directed instructions.

Resources

Federici, Carla and Carla Larese Riga. *Ciao*. Ed. 2 (1990): pp. 261-263.

Merlonghi, Franca. *Oggi in Italia*. Ed. 5 (1994): pp. 26 , 47, 94, 116, 189, 191.

Perini, Silvana. *Parliamo Insieme L'Italiano*. Livello. 4 (1992): pp. 56, 57.

Perini, Silvana. *Parliamo Insieme L'Italiano*. Livello. 3 (1992): pp. 9-12, 15, 19-21, 24, 25.

Activity 2: A Time Capsule of Family Memories

Time: 240 minutes

Description

Students seek information and talk about family events and memories in preparation for a visual and oral presentation. They select special/favourite family memories, events, trips, ceremonies and/or traditions as they attempt to recapture these memories through photographs and specially chosen articles. They share stories and memories in written, visual and oral form.

Strand(s) and Expectations

Strand(s): Oral Communication, Reading, Writing

Overall Expectations

OLV.01 - demonstrate an understanding of very simple spoken language in practical, structured situations, applying knowledge of basic vocabulary and language structures;
OSV.01 - communicate orally in different practical, structured situations and for different purposes, using basic vocabulary and language structures;
REV.01 - read age- and language- appropriate passages from different sources for various practical purposes, applying knowledge of simple vocabulary and language structures;
WRV.01 - write for a variety of practical purposes, using basic vocabulary and language structures.

Specific Expectations

Oral Communication: Listening
OL1.02 - use visual cues (e.g., facial expressions) and some verbal cues (e.g., intonation, tones) to understand simple oral messages in dialogues (e.g., interview or conversations on videotape);
OL1.03 - identify cultural aspects of the international language (e.g., use of greetings, introductions).
Oral Communication: Speaking
OS1.02 - use basic vocabulary and language structures to ask and answer short questions, and to make brief statements (e.g., order food in a restaurant);
OS1.03 - express likes and dislikes in brief, rehearsed conversations and dialogues.
Reading
RE1.01 - read short, simple texts (e.g., menus, schedules, dialogues) for comprehension, consolidation of oral skills, and expansion of vocabulary;
RE1.04 - respond to materials read by answering short questions;
RE1.05 - demonstrate knowledge of the culture of countries where the language is spoken (e.g., identify and describe typical foods, celebrations).
Writing
WR1.01 - write complete but simple sentences, using basic vocabulary and language structures (e.g., identify and describe favourite foods);
WR1.03 - write for practical purposes, using a model (e.g., create a party invitation).

Prior Knowledge Required

- basic theme vocabulary associated with the family, professions, numbers, and dates
- general expressions describing likes/dislikes/preferences
- nouns, pronouns, adjectives, conjunctions, prepositions (form and function)
- interrogative pronouns
- verbs in affirmative sentences
- word order in simple sentences

Grammar and Language Knowledge

- verbs in present tense in negative constructions
- vocabulary associated with family celebrations, time
- demonstrative adjectives
- idiomatic expressions

Planning Notes

- Teacher prepares art materials/tools for students to create time capsules.
- Teacher creates a model/template for writing about a family event.
- Teacher creates rubrics for assessing oral and written activities.
- Students collect personal articles (photos, souvenirs) for class presentation.
- Teacher selects a reading about family celebrations or a family trip.

Teaching/Learning Strategies

1. Whole class: The teacher presents verbs associated with family events (e.g., *to celebrate, to go, to do, to visit*) in affirmative and negative forms.
2. Individual: The teacher introduces demonstrative adjectives and adjectives that express quantity and time (i.e., *many, every*). Students practise using adjectives in sentences in preparation for a quiz.
3. Whole class: The teacher presents vocabulary and students discuss family and special family events. The teacher provides a model/template for writing about a family celebration.
4. Pair: Students bring in articles/personal favourite souvenirs and discuss with partners in preparation for oral presentation of capsule activity.
5. Individual: Students create a calendar of family events/celebrations. The teacher provides templates and assists students with vocabulary. *Alternative for Academic level: Students write a paragraph describing one of these events.*
6. Small group: Students choose and name items selected for capsule activity. They use demonstrative adjectives and prepositions wherever possible. They show and describe these items to another student in the group.
7. Individual: Students display and present their time capsule project to classmates.

Assessment/Evaluation Techniques

Categories	Expectations	Tools	Activities
Knowledge/ Understanding	WR1.01 GL1.04, GL1.08	Rubric for assessing written activities	Students complete templates of calendar events. Students complete model paragraph describing treasured object/souvenir.
Thinking/Inquiry	RE1.01, RE1.04 WR1.03	Oral and written mix and match quiz (pictures and words)	Students read/comprehend calendar events/celebrations.
Communication	OL1.02 OS1.03 RE1.01	Rubric for assessing oral presentation	Students present time capsule to class (oral/visual).
Application	OL1.02 OS1.02 RE1.05 GL1.05	Quiz Rubric for assessing oral activity	Students complete quiz on adjectives. Students present family events/celebrations.

Accommodations

- Consult student's Annual and/or Individual Education Plan.
- Provide additional activity sheets reinforcing language structures required—verb conjugations, demonstrative adjectives (this, that, these, those).
- Provide additional or more detailed instructions for the assignment.
- Allow additional time for written revisions and visual/artistic presentation.
- Permit students to use cue cards during presentation.
- To add challenge, provide additional reading materials on family celebrations.

Resources

Federici, Carla and Carla Larese Riga. *Ciao!* Ed. 2 (1990): pp. 76, 79, 132.

Merlonghi, Franca. *Oggi in Italia*. Ed. 5 (1994): pp. 94-103, 141-153, 170, 216-218.

Perini, Silvana. *Parliamo Insieme L'Italiano*. Livello 4 (1992): pp.106, 108, 111.

Perini, Silvana. *Parliamo Insieme L'Italiano*. Livello 3 (1992): pp. 19, 31, 36, 91, 107.

Perini, Silvana. *Parliamo Insieme L'Italiano*. Livello 2 (1992): p. 72.

Activity 3: Create Your Own Pizza
Time: 300 minutes

Description

Teacher introduces the essential vocabulary associated with recipes and cooking. Students prepare a paper pizza. Students then make a real pizza with personal choice of toppings and sample and evaluate each others' pizzas. Students create a personalized pizza recipe using word processing and clip art.

Strand(s) and Expectations

Strand(s): Oral Communication, Reading, Writing

Overall Expectations

OLV.01 - demonstrate an understanding of very simple spoken language in practical, structured situations, applying knowledge of basic vocabulary and language structures;
OSV.01 - communicate orally in different practical, structured situations and for different purposes, using basic vocabulary and language structures;
REV.01 - read age- and language- appropriate passages from different sources for various practical purposes, applying knowledge of simple vocabulary and language structures;
WRV.01 - write for a variety of practical purposes, using basic vocabulary and language structures.

Specific Expectations

Oral Communication: Listening

OL1.01 - identify sounds and demonstrate some understanding of basic vocabulary and language structures by giving brief answers to simple questions;
OL1.02 - use visual cues (e.g., facial expressions) and some verbal cues (e.g., intonation, tones) to understand simple oral messages in dialogues (e.g., interview or conversations on videotape).

Oral Communication: Speaking

OS1.02 - use basic vocabulary and language structures to ask and answer short questions, and to make brief statements (e.g., order food in a restaurant);
OS1.03 - express likes and dislikes in brief, rehearsed conversations and dialogues;
OS1.04 - apply knowledge of the cultural aspects of the international language by using oral language conventions appropriately (e.g., forms of greeting).

Reading
RE1.01 - read short, simple texts (e.g., menus, schedules, dialogues) for comprehension, consolidation of oral skills, and expansion of vocabulary;
RE1.02 - read simple materials aloud to develop standard pronunciation;
RE1.03 - use visual cues (e.g., illustrations) and some verbal cues (e.g., context) to determine the meaning of messages in print and other media (e.g., advertisements, CD-ROMs);
RE1.05 - demonstrate knowledge of the culture of countries where the language is spoken (e.g., identify and describe typical foods, celebrations).
Writing
WR1.01 - write complete but simple sentences, using basic vocabulary and language structures (e.g., identify and describe favourite foods);
WR1.03 - write for practical purposes, using a model (e.g., create a party invitation);
WR1.05 - use knowledge of the culture of countries where the language is spoken in materials they write or create (e.g., design a poster for a special event).

Prior Knowledge Required

- vocabulary associated with the family and cardinal/ordinal numbers
- expressions describing actions in the present
- regular verbs and idiomatic expressions in the affirmative and negative
- verbs associated with preferences and likes/dislikes
- nouns (singular/plural), pronouns, adjectives, conjunctions, prepositions (their form and function), articles

Grammar and Language Knowledge

- vocabulary associated with food
- use of partitive article with nouns
- expressions of quantity
- fractions
- infinitive used for instructions (where applicable)

Planning Notes

- The teacher assembles necessary materials (construction paper, markers, glue sticks, scissors) for students to create a paper pizza.
- The teacher arranges for the purchase/donation of pizza ingredients.
- The teacher prepares activity sheets to practise new vocabulary.
- The teacher prepares performance-based activities and rubrics.
- The teacher arranges for location to prepare and cook pizza (Family Studies or school kitchen).
- The teacher books computer time for student use.

Teaching/Learning Strategies

(**Note:** Sensitivity to dietary restrictions, hygiene, and safety needs to be considered when preparing food with classes.)

1. Whole class: The teacher presents vocabulary associated with recipes, units of measurement, and basic cooking utensils.
2. Individual/whole class: Students complete activity sheets using new expressions/vocabulary. (See Appendix C-01.) *Alternative for Academic level: Students use a wider variety of pizza toppings and create a flyer of different pizza combinations.*
3. Whole class: The teacher provides pizza recipe and demonstrates its preparation.
4. Small group: Students design and assemble a paper pizza, and present it to the class.

5. Whole class: The teacher and students create a rating scale for evaluating a real pizza.
6. Small group: Students prepare and bake pizzas using supplied ingredients and utensils.
7. Small group: Each group presents their pizza, samples other groups' pizzas, and evaluates using pizza rubric. The teacher encourages students to prepare a pizza at home.
8. Individual: Students modify pizza recipe with new toppings and use word processing and clip art to enhance the look of their personalized pizza recipe.

Assessment/Evaluation Techniques

Categories	Expectations	Tools	Activities
Knowledge/ Understanding	RE1.01 GL1.01, GL1.04	Activity sheets	Students complete sheets of vocabulary and expressions.
Application	OL1.01, OL1.02 OS1.02, OS1.04 RE1.01, RE1.02 RE1.03, RE1.05 GL1.09	Observation	Students create a paper pizza.
Communication	OL1.02OS1.02	Observation/oral presentation	Students present paper pizza, then real pizza.
Thinking/Inquiry	OS1.03, OS1.04	Rating scale	Students evaluate other groups' pizza.
Thinking/Inquiry	WR1.01, WR1.03, WR1.05	Writing folder	Students create personalized pizza recipe.

Accommodations

- Consult student's Annual and/or Individual Education Plan.
- Provide alternatives for students with specific nutritional needs (e.g., gluten-free recipe).
- Allow additional time for written revisions.

Resources

Italian Culinary Institute web site: www.italianculinary.com

Word-processing program and clip art

Activity 4: My Family Traditions – Storyboard

Time: 300 minutes

Description

Students select a family tradition/routine and, with the help of the classroom and computer teachers, prepare a storyboard (pictures and accompanying text) for presentation in class. To dramatize the storyboard, students create and present a dialogue.

Strand(s) and Expectations

Strand(s): Oral Communication, Reading, Writing

Overall Expectations

OLV.01 - demonstrate an understanding of very simple spoken language in practical, structured situations, applying knowledge of basic vocabulary and language structures;
OSV.01 - communicate orally in different practical, structured situations and for different purposes, using basic vocabulary and language structures;
REV.01 - read age- and language- appropriate passages from different sources for various practical purposes, applying knowledge of simple vocabulary and language structures;
WRV.01 - write for a variety of practical purposes, using basic vocabulary and language structures.

Specific Expectations

Oral Communication: Listening
OL1.01 - identify sounds and demonstrate some understanding of basic vocabulary and language structures by giving brief answers to simple questions.
Oral Communication: Speaking
OS1.O1 - use standard pronunciation in the international language (for words and in phrases and sentences);
OS1.02 - use basic vocabulary and language structures to ask and answer short questions, and to make brief statements (e.g., order food in a restaurant).
Reading
RE1.01 - read short, simple texts (e.g., menus, schedules, dialogues) for comprehension, consolidation of oral skills, and expansion of vocabulary;
RE1.03 - use visual cues (e.g., illustrations) and some verbal cues (e.g., context) to determine the meaning of messages in print and other media (e.g., advertisements, CD-ROMs).
Writing
WR1.01 - write complete but simple sentences, using basic vocabulary and language structures (e.g., identify and describe favourite foods);
WR1.02 - write answers to simple questions;
WR1.04 - use resources to communicate more effectively in their writing (e.g., bilingual, visual dictionaries).

Prior Knowledge Required

- vocabulary associated with the family, professions, numbers, dates
- expressions describing actions in the present tense
- regular verbs and idiomatic expressions in the affirmative and negative
- nouns, verbs, adjectives, articles
- demonstrative, descriptive adjectives

Grammar and Language Knowledge

- no new grammar and language is introduced in this culminating activity

Planning Notes

- The teacher provides art materials/tools for students to create storyboards.
- The teacher creates a model storyboard for presentation to the class.
- The teacher invites computer teacher to demonstrate the creation of a *PowerPoint* presentation.
- The teacher books sufficient time in cross-curricular lab.

Teaching/Learning Strategies

1. Whole class: Students discuss the form and function of storyboards. Teacher demonstrates a model storyboard to the class.
2. Pair: Students select a family event/custom/celebration and make point form notes on the sequence of events for a storyboard.
3. Pair: With teacher assistance, students expand point form notes and begin to plan visuals for each scene.
4. Whole class: Computer teacher instructs students on the preparation of a *PowerPoint* presentation.
5. Pair: Students create their storyboard on the computer, using *PowerPoint* or similar software.
6. Small group: Each pair views another pair's presentation for peer editing and feedback.
7. Pair: Students make changes and present their final Power Point storyboard to classmates.

Assessment/Evaluation Techniques

Categories	Expectations	Tools	Activities
Knowledge/ Understanding Thinking/Inquiry	OL1.01 OS1.01, OS1.02 RE1.03 WR1.01 GL1.07, GL1.10	Teacher and peer observation	Students view, edit, and provide feedback on storyboard.
Application Communication	RE1.01, RE1.03 WR1.02, WR1.04 GL1.10	Rubric for storyboard	Students create a *PowerPoint* storyboard.

Accommodations

- Consult student's Annual and/or Individual Education Plan.
- Provide more detailed instructions to students to prepare their *PowerPoint* storyboard.
- Allow extra time for written revisions and visual/artistic presentation.
- To assist students, the teacher provides a scrambled storyboard and scrambled text which students must place in correct sequence.
- To add challenge, the teacher requires students to use additional features of the software (sound and visual effects).

Resources

PowerPoint or similar software

Computer lab/teacher

Unit 3: About My World

Time: 20 hours

Unit Description

Students participate in a variety of practical, structured activities that provide opportunities to listen, to discuss, to read, and to begin to write about their school environment (their personal timetable, the subjects and teachers they have). Other relevant themes such as their hobbies, their leisure activities, places of entertainment, weekend activities, and famous parks are introduced and developed. Brainstorming, structured dialogues, and reading and writing activities provide assessment opportunities for the teacher. A tourist brochure about a natural or theme park is produced at the end of the unit.

Strand(s) and Expectations

Strand(s): Oral Communication, Reading, Writing
Overall Expectations: OLV.01, OSV.O1, REV.01, WRV.01.
Specific Expectations: OL1.01, OL1.02, OL1.03, OS1.01, OS1.02, OS1.03, RE1.01, RE1.02, RE1.03, RE1.04, RE1.05, WR1.01, WR1.02, WR1.03, WR1.04, WR1.05, GL1.02, GL1.03, GL1.04, GL1.05, GL1.07, GL1.09, GL1.10.

Activity Titles (Time + Sequence)

Activity 1	School Subjects	180 minutes
Activity 2	School Life	180 minutes
Activity 3	The Weekend	180 minutes
Activity 4	My Favorite Pastimes	180 minutes
Activity 5	Watching Television	180 minutes
Activity 6	At the Park	300 minutes

Prior Knowledge Required

- basic vocabulary associated with pastimes, leisure activities, places of entertainment, and school life
- familiarity with a variety of writing in simple form
- experience in planning and doing oral presentations
- ability to express ideas, feelings, opinions
- present tense of regular verbs, and frequently used irregular verbs (*to like, to want, to have, to do, to be*)
- verbs in negative constructions
- ability to apply knowledge of simple vocabulary and language structures through reading

Unit Planning Notes

- The teacher gathers resources listed.
- The teacher refers to the Achievement Levels chart, which is found in *The Ontario Curriculum, Grades 9 and 10, Classical and International Languages, 1999*, to establish the criteria lists for the assessment of student learning throughout the unit.
- The teacher prepares the criteria checklists for the unit activities prior to introducing the unit.
- The teacher pre-teaches/reviews the functional language (structures, theme vocabulary) required for the successful completion of the tasks of this unit.

Teaching/Learning Strategies

- The teacher establishes with students the learning goals of the unit/activities.
- In this unit, the following teaching/learning strategies will be used: brainstorming, oral communication, memorizing, collaborative/co-operative learning, structured writing, note-taking, performing, reading response, student/teacher conferencing, recognizing and using appropriate language structures and vocabulary, and using computer software, CD-ROMs, and the Internet.

Assessment and Evaluation

Diagnostic and Formative Evaluation

- observation: formal and informal
- conferencing: student/teacher conferencing
- paper and pencil quizzes: teacher-made
- performance: formal written assignment, role performances
- tools: anecdotal comments, probe questions, checklists, rating scales, quizzes, rubrics for oral and written assignments, peer assessment

Summative Evaluation

- performance: formal written assignment, oral presentations, quizzes, listening comprehension activities, dictations

Resources

Textbooks

Juntos. New Jersey: Prentice-Hall, 1997. ISBN 0-13-838905-5

Sacks Da Silva, Zenia. *Persona a Persona 1*. New York: MacMillan Publishing Co. Inc., 1982. ISBN 0-02-270230-X

Sacks Da Silva, Zenia. *Usted y yo*. New York: MacMillan Publishing Co. Inc., 1969.

Samaniego, F., M. Carol Brown, Patricia Hamilton Carlin, Sydney E. Gorman, and Carol Sparks. *¡Dime!* Uno. Lexington: D.C. Heath and Company, 1997. ISBN 0-669-43328-4

Stauback, Charles N., Adalberto M. Guerrero, and Alejandrina M. Bonilla. *Lengua Activa 1*. Lexington: Ginn and Company, 1975. ISBN 0-663-31124-1

Terrell, Tracy D., Elías Miguel Muñoz, Linda Paulus, Mary Rogers, Barbara Snyder, Eduardo and Kathleen Kirk. *¡Bravo! 1*. McDougal Littell/Houghton Mifflin, 1995. ISBN 0-8123-8700-7

Valette, Jean-Paul and Rebecca Valette. *Spanish for Mastery 1*. Lexington: D.C. Heath and Company, 1984. ISBN 06172-7

Other Printed Resources

Best, Shirley. *¡Todos ganan!* Portland: J. Weston Walch, 1985. ISBN 0-8251-0251-0

Dreke, Michael, Wolfgang Lind, and Margaret Schluback-Ruping. *Español en parejas*. Berlin: Langensheidt, 1991. ISBN 3-468-49998-1

Frobose, Mark. *Relatos divertidos*. Portland: J. Weston Walch, 1988. ISBN 0-8251-1303-2

Giannetti, George. *The Spanish Teacher Book of Lists*. Portland: J. Weston Walch, 1989. ISBN 0-8251-1503-5

Giannetti, George. *Un Calidoscopio de palabras*. Portland: J. Weston Walch, 1987. ISBN 0-8251-1211-7

Lennon, Patricia and Douglas E. Moore. *Sígueme*. New York: Proficiency Press Co., 1993. ISBN 1-879279-07-X

León, Vicki. *70 Spanish Activities*. Portland: J. Weston Walch, 1984. ISBN 0-8251-0248-0

Marion, Caroline. *Bravo*. Portland: J. Weston Walch, 1989.

McConnell, Mary. *Snappy Starters*. Portland: J. Weston Walch, 1991.

Morrow, Patricia. *Buscapalabras en español*. Portland: J. Weston Walch, 1991. ISBN 0-8251-1873-5

¿Qué tal? London: Mary Glasgow Magazines-Scholastic, 1999. ISBN 0033-5940

Repaso. Lincolnwood: NTC, 1997.

Small, Albert H. *Spanish à la cartoon*. Lincolnwood: Passport Books, 1996.

Snyder, Barbara. *Spanish Vocabulary-Lotería*. Lincolnwood: NTC, 1984.

Technological

Batalla de palabras. Roanoke: Gessler Publishing Co., Inc., 1987. (software)

Brown, Paul S. *Spanish Emergency Lesson Plans*. New York: Gessler Publishing Co., 1992. (video)

Chamorin, Gérard C. and Antonio Gomez. *Caminando*. Roanoke: Gessler Educational Software, 1991. (software)

Gaiero, Robert D. *Spanish, Bit by Bit 1, 2, 3*. St. Catharines: Tutor Enterprises, 1996. (software)

Gordon, Cheryl and Ana Luisa Solas-Porras. *Survival Spanish*. New York: Gessler Publishing Co., 1992. (video)

Portwood, Gene and Lauren Elliot. *¿Dónde está Carmen Sandiego?* Madrid: Broderbund, 1990. (software)

Spanish Contest. Hamilton: Tralco Educational Services Inc., 1994 (software)

Spanish for Everyone. Cambridge: The Learning Company, 1997. ISBN 0-7630-1489-3 (CD-ROM)

Internet

Unit 4: On The Move

Time: 18 hours

Unit Description

Students chart their weekly activities and prepare a personal agenda. They begin to look at the geographical locations where the language of study is spoken, and explore typical daily schedules in some of those regions. They act out a scene about planning an activity with a friend on the phone, participate in choosing a film from a list, and gather information for a short magazine article based on an interview. A variety of assessment opportunities provide continuous feedback to the teacher on the students' developing skills and knowledge. Teacher-directed and structured activities place students in practical everyday situations and prepare them linguistically for more in-depth exploration of travel plans in the following unit.

Strand(s) and Expectations

Strand(s): Oral Communication, Reading, Writing
Overall Expectations: OLV.01, OSV.01, REV.01, WRV.01.
Specific Expectations: OL1.01, OL1.02, OL1.03, OS1.01, OS1.02, OS1.03, OS1.04, RE1.01, RE1.02, RE1.03, RE1.04, RE1.05, WR1.01, WR1.02, WR1.03, WR1.04, WR1.05, GL1.01, GL1.02, GL1.03, GL1.04, GL1.05, GL1.06, GL1.07, GL1.08. GL1.09. GL1.10.

Activity Titles (Time + Sequence)

Activity 1	My Schedule	150 minutes
Activity 2	Austria, Germany, Switzerland	150 minutes
Activity 3	My Classmates	150 minutes
Activity 4	Out and About	180 minutes
Activity 5	Let's Pick a Movie	180 minutes
Activity 6	What, When, Where	270 minutes

Prior Knowledge Required

- basic knowledge of geography
- words associated with pastimes, places, school disciplines
- present tense of regular verbs and some irregular verbs
- verbs in simple negative constructions
- interrogative pronouns
- simple prepositions and articles

Unit Planning Notes

- The teacher gathers resources.
- The teacher refers to the Achievement Chart - International Languages, Level 1 and Level 2 on page 45 of *The Ontario Curriculum, Grades 9 and 10, Classical and International Languages, 1999* to establish the criteria for the assessment of student learning throughout the unit.
- The teacher prepares the criteria checklists for the unit activities prior to introducing the unit.
- The teacher pre-teaches/reviews the functional language (structures, vocabulary) required for the successful completion of the tasks in this unit.

Teaching/Learning Strategies

- The teacher establishes with students the learning goals of the unit/activities.
- The following teaching/learning strategies are used: brainstorming, problem solving, memorizing, collaborative/co-operative learning, interviewing, Internet research, simulating and performing, note making and communication strategies which include questioning and answering in German, participating in class discussions, and organizing information in chart form.

Assessment and Evaluation

Diagnostic and Formative Evaluation

- observation: formal and informal
- paper and pencil test: teacher-made
- performance: presentations, simulations, written assignment, graphic organizer
- tools: checklists, rating scales, rubrics, tests, peer editing, guided composition, oral portfolios (samples of student speaking kept on audiotape or videotape) and written portfolios

Summative Evaluation

- culminating activities
- conferences with teacher
- rubric assessments

Resources

Print

Berwick, Gwen and Sydney Thorne. *Mach's gut! Level 1.* Cheltenham: Mary Glasgow Publications, 1998. ISBN 0 7487 3567 4

Berwick, Gwen and Sydney Thorne. *Mach's gut! Level 2.* Cheltenham: Mary Glasgow Publications, 1999. ISBN 0 7487 4003 1

Briggs, Lawrence, Bryan Goodman-Stephens, and Paul Rogers. *Zickzack Neu 1.* Surrey: Thomas Nelson and Sons Ltd., 1993. ISBN 0-17-439785-2

Briggs, Lol, Bryan Goodman-Stephens, and Paul Rogers. *Zickzack 1.* Leeds: E.J. Arnold and Son Ltd, 1987. ISBN 0 560-15001-6

Briggs, Lol, Bryan Goodman-Stephens, and Paul Rogers. *Zickzack 2.* Surrey: Thomas Nelson and Sons Ltd., 1989. ISBN 0-560-15011-3

Farrel, Catherine and Paul Shannon. *Trans-Europa-Express: Deutsch Level 1.* London: Hodder and Stoughton Educational, 1999. ISBN 0 340 72059 X

Kraft, Wolfgang S. *Deutsch Aktuell 1.* St. Paul, Minnesota, USA: EMC/Paradigm Publishing, 1998. ISBN 0-8219-1449-9

Moeller, Liedloff, Kent. *German Today 1*, Fourth Edition. Boston: Houghton Mifflin Company, 1989. ISBN 0-395-47122-2

Technological

Computer Programs: *CorelDRAW*™ and Clip Art

Practice Makes Perfect. CD-ROM. Knoxville, TN, USA: The Learning Company.

The Rosetta Stone. CD-ROM. Harrisonburg, VA, USA: Fairfield Language Technologies. ISBN 1-58022-022-3

German for everyone. CD-ROM. Cambridge, MA.: The Learning Company, 1997. (2 disks)

Internet

Video series *Alles Gute*, c/o Inter Nationes, Kennedyallee 91-103, D-5300 Bonn 2, 1989.

www.Im-media.com/videos
(free loan videos in German)

Community

Consulate General of the Federal Republic of Germany in Toronto

Goethe Institut, 163 King St. W., Toronto, Ontario. Phone: (416) 593-5257

School and Public Libraries

Activity 1: My Schedule

Time: 150 minutes

Description

In this activity, students develop their own schedules and establish priorities for personal fulfillment and success.

Strand(s) and Expectations

Strand(s): Oral Communication, Reading, Writing

Overall Expectations

OLV.01 - demonstrate an understanding of very simple spoken language in practical, structured situations, applying knowledge of basic vocabulary and language structures;
OSV.01 - communicate orally in different practical, structured situations and for different purposes, using basic vocabulary and language structures;
REV.01 - read age- and language-appropriate passages from different sources for various practical purposes, applying knowledge of simple vocabulary and language structures;
WRV.01 - write for a variety of practical purposes, using basic vocabulary and language structures.

Specific Expectations

Oral Communication: Listening

OL1.01 - identify sounds and demonstrate some understanding of basic vocabulary and language structures by giving brief answers to simple questions;
OL1.02 - use visual cues (e.g., facial expressions) and some verbal cues (e.g., intonation, tones) to understand oral messages in dialogues (e.g., interview or conversations on videotape).

Oral Communication: Speaking

OS1.02 - use basic vocabulary and language structures to ask and answer short questions and to make brief statements (e.g., order food in a restaurant).

Reading

RE1.01 - read short, simple texts (e.g., menus, schedules, dialogues) for comprehension, consolidation of oral skills, and expansion of vocabulary.

Writing

WR1.01 - write complete but simple sentences, using basic vocabulary and language structures (e.g., identify and describe favourite foods);
WR1.02 - write answers to simple questions;
WR1.03 - write for practical purposes, using a model (e.g., create a party invitation).

Prior Knowledge Required

- basic understanding of personal planning
- basic vocabulary about hobbies, leisure, school
- some interrogative pronouns
- verbs in simple negative constructions
- cardinal numbers from 1 to 100

Grammar and Language Knowledge

- interrogative pronouns
- present tense of irregular verbs useful for the theme
- the verb *to do* in the present tense
- interrogative adjectives (see sample questions in Appendix C – 02: List of Possible Questions and Answers)
- days of the week, months of the year, time of day, places, leisure, entertainment, names of countries and cities

Planning Notes

- The teacher prepares visual aids to demonstrate vocabulary and structures.
- The teacher ensures that there are enough copies of the question/answer list, the vocabulary list, the blank personal inventory sheet and model, the blank personal schedule and the list to read and prioritize.
- The teacher reminds students to bring their own school timetables to class.

Teaching/Learning Strategies

1. Whole class: Using pictures as visual cues, teacher reviews/teaches the vocabulary for school subjects, homework, leisure activities, and the verb to do.
2. Whole class: The teacher completes the school portion of a blank schedule with one student's timetable together with the class. *Alternative for Academic level: Students complete their own schedules before the teacher demonstrates.*
3. Individual: Complete the school portion of their schedules based on their own school timetables.
4. Whole class: Using a list of questions and possible answers (See Appendix C02: List of Possible Questions and Answers), the teacher performs an interview with a student in front of the class about her/his activities in and out of school. *Alternative for Academic level: Two students perform an interview and the teacher discusses corrections afterwards.*
5. Pair: Students interview a partner about her/his activities in and out of school.
6. Individual: Students complete review exercises using interrogative pronouns, expressions of time, word order in positive and negative simple sentences with verbs in the present tense.
7. Pair: Students prioritize a list of activities.
8. Whole class: The teacher tabulates results of pair exercise with the class.
9. Small group: Students complete personal inventory sheets using dictionaries, the vocabulary list, and the model inventory sheet. Groups prioritize and discuss each other's activities in order to find fulfillment and/or success.
10. Whole class: Class discusses patterns, conflicts, and possible compromises to increase likelihood of success in school.
11. Individual: Students complete entire weekly schedules and submit rough copy for editorial suggestions and comments from the teacher. Students polish final copy for presentation. *Alternative for Academic level: Peer editing.*
12. Conference: Students demonstrate successful goal setting by presenting weekly schedules to the teacher.

Assessment/Evaluation Techniques

Categories	Expectations	Tools	Activities
Knowledge/ Understanding	OL1.02, OS1.02 GL1.01, GL1.03	Observation	Students interview a partner.
Knowledge/ Understanding	WR1.02, WR1.03 GL1.04	Peer editing of personal inventory sheets	Students complete a personal inventory sheet.
Application	WR1.01 GL1.09	Writing evaluation grid	Students create a personal schedule for one week.
Communication	OL1.01 OS1.02 GL1.05	Rubric for oral presentation	Students present weekly schedule to the teacher at a conference.
Thinking/Inquiry	OL1.02 OS1.02 RE1.01	Rubric assessing use of the language of study during pair work	Students prioritize and discuss a list of activities.

Accommodations

- Consult student's Annual and/or Individual Education Plan.
- Reduce the required elements for the personal inventory sheet.
- Allow students more time to complete tasks.
- Simplify grammatical terminology.
- Allow students to use a cassette recorder as an alternative to written responses.
- To add challenge, teacher requests students to supply more detailed descriptions of pastimes.

Resources

Print

Berwick, Gwen and Sydney Thorne. *Mach's gut! Level 1.* Cheltenham: Mary Glasgow Publications, 1998, Lektion 2 (School subjects), Lektion 3 (Hobbies and interests).

Briggs, Lawrence, Bryan Goodman-Stephens, and Paul Rogers. *Zickzack Neu 1.* Surrey: Thomas Nelson and Sons Ltd., Chapter 6 (Mein Alltag).

Briggs, Lol, Bryan Goodman-Stephens, and Paul Rogers. *Zickzack 1.* Leeds: E.J. Arnold and Son Ltd, 1987, Kapitel 3 (In der Schule).

Farrel, Catherine and Paul Shannon. *Trans-Europa-Express: Deutsch Level 1.* London: Hodder and Stoughton Educational, 1999, pp. 34-35 (school subjects and schedule).

Kraft, Wolfgang S. *Deutsch Aktuell 1.* St. Paul, Minnesota, USA: EMC/Paradigm Publishing, 1998, Chapter 3 (pastimes)

Kraft, Wolfgang S. *Deutsch Aktuell 1.* St. Paul, Minnesota, USA: EMC/Paradigm Publishing, 1998, Chapter 4 (school)

Moeller, Liedloff, and Kent. *German Today 1*, Fourth Edition (Kapitel 6).

Technological

Computer software for designing tables

Community

Blank school timetables

Activity 2: Austria, Germany, Switzerland

Time: 150 minutes

Description

Students learn about the cities and countries where German is spoken and their location in Europe. The teacher could consider linking this activity with a unit in a geography class.

Strand(s) and Expectations

Strand(s): Oral Communication, Reading, Writing

Overall Expectations

OLV.01 - demonstrate an understanding of very simple spoken language in practical, structured situations, applying knowledge of basic vocabulary and language structures;
OSV.01 - communicate orally in different practical, structured situations and for different purposes, using basic vocabulary and language structures;
REV.01 - read age- and language-appropriate passages from different sources for various practical purposes, applying knowledge of simple vocabulary and language structures;
WRV.01 - write for a variety of practical purposes, using basic vocabulary and language structures.

Specific Expectations

Oral Communication: Listening

OL1.01 - identify sounds and demonstrate some understanding of basic vocabulary and language structures by giving brief answers to simple questions;
OL1.03 - identify cultural aspects of the international languages (e.g., use of greetings, introductions).

Oral Communication: Speaking

OS1.01 - use standard pronunciation in the international language (for words and in phrases and sentences);
OS1.02 - use basic vocabulary and language structures to ask and answer short questions and to make brief statements (e.g., order food in a restaurant);
OS1.03 - express likes and dislikes in brief, rehearsed conversations and dialogues;
OS1.04 - apply knowledge of the cultural aspects of the international language by using oral language conventions appropriate (e.g., forms of greetings).

Reading

RE1.01 - read short, simple texts (e.g., menus, schedules, dialogues) for comprehension, consolidation of oral skills, and expansion of vocabulary;
RE1.03 - use visual cues (e.g., visual illustrations) and some verbal cues (e.g., context) to determine the meaning of messages in print and other media (e.g., advertisement, CD-ROMs);
RE1.05 - demonstrate knowledge of the culture of countries where the language is spoken (e.g., identify and describe typical foods, celebrations).

Writing

WR1.03 - write for practical purposes, using a model (e.g., create a party invitation);
WR1.05 - use knowledge of the culture of countries where the language is spoken in materials they write or create (e.g., design a poster for a special event).

Prior Knowledge Required

- simple prepositions to describe the location of activities (e.g., in the gymnasium, at school)
- basic interrogative pronouns
- present tense of regular verbs (e.g., *to play, to practise, to learn*)
- verbs *to like* and *to want* in the present tense

Grammar and Language Knowledge

- prepositions with names of countries and cities (e.g., *Die Schweiz ist in Europa. Bern ist die Hauptstadt von der Schweiz*).
- interrogative adjectives and pronouns useful to form questions about people and places

Planning Notes

- The teacher collects resources such as maps of the world, Europe and the three main German-speaking areas.
- The teacher obtains German-language brochures from travel agencies.
- The teacher develops a list of web site addresses useful for planning travel itineraries.

Teaching/Learning Strategies

1. Whole class: Using an overhead of the world, the teacher teaches names of continents, designating one or two major cities on each one, then focusses on European countries and their capitals. Students match a list of names with countries by numbering countries on a map.
2. Pair: Using atlases and a blank map of the German-speaking areas, students match names of major cities with locations indicated on the map. Students verify their results using an answer sheet.
3. Small group: The class practises pronouncing the names of cities and countries they have learned by playing a game where they have to place names in the correct locations on a map and pronounce them. *Alternative for Academic level: Students create questions for a follow-up game, e.g., Welches Land liegt westlich von Deutschland? – Frankreich.*
4. Individual: Students complete review exercises on prepositions with countries and cities, interrogative adjectives, and interrogative pronouns (*e.g., Which countries are around Germany? Where is Düsseldorf?*)
5. Small group: Using a model, students plan a one-week trip to one of the German-speaking countries, based on travel brochures and/or the Internet. Groups circulate to present itineraries to other groups. *Alternative for Academic level: Supply less information in the model.*
6. Pair: Using a model dialogue, students prepare a skit about phoning a travel agency to plan a trip with the help of brochures. Students present dialogues to whole class.
7. Whole class: Giving the names of tourist attractions as hints, the teacher asks "Where am I from?" and follows up with a listening quiz. *Alternative for Academic level: Students give hints.*

Assessment/Evaluation Techniques

Categories	Expectations	Tools	Activities
Knowledge/ Understanding	RE1.01 WR1.05 GL1.02	Map quiz	Students write names of cities and countries on maps.
Knowledge/ Understanding	OL1.01 OS1.01 RE1.02 GL1.03	Map	Students match place names with map locations and pronounce them.
Application	RE1.03 WR1.03 GL1.09	Rubric	Students prepare travel itineraries in small groups.

Communication	OS1.02, OS1.03 RE1.05 GL1.09	Rubric	Students perform dialogues about phoning a travel agency.
Thinking/Inquiry	OL1.03 OS1.04 GL1.08	Follow-up quiz on locations and place names in Europe	The teacher asks questions (e.g., Where am I from?) and students respond to clues to complete oral quiz.

Accommodations

- Consult student's Annual and/or Individual Education Plan.
- Reduce the required elements for map activities.
- Prepare additional pronunciation materials for remediation.
- Group students to form heterogeneous teams for the matching game.
- Provide a substitution dialogue with examples, instead of material from the travel brochures.
- Provide a model for the itinerary activity.
- Add gestures for listening quiz.
- To add challenge, teacher has students video-tape an actual visit with a German-speaker about travelling in Germany (in place of the dialogue)

Resources

Print

Berwick, Gwen and Sydney Thorne. *Mach's gut! Level 1*. Cheltenham: Mary Glasgow Publications, 1998, pp. 58-59 (Hamburg), pp. 142-143 (Munich).

Berwick, Gwen and Sydney Thorne. *Mach's gut! Level 2*. Cheltenham: Mary Glasgow Publications, 1999, p. 5 (map of German-speaking area).

Briggs, Lawrence, Bryan Goodman-Stephens, and Paul Rogers. *Zickzack Neu 1*. Surrey: Thomas Nelson and Sons Ltd., Chapter 2 (Wo wohnst du?).

Briggs, Lol, Bryan Goodman-Stephens, and Paul Rogers. *Zickzack 1*. Leeds: E.J. Arnold and Son Ltd, 1987, p. 46, Kapitel 9 (Wie fährt man?).

Farrel, Catherine and Paul Shannon. *Trans-Europa-Express: Deutsch Level 1*. London: Hodder and Stoughton Educational, 1999, pp. 20-41 (home and school routines, German school system).

Kraft, Wolfgang S. *Deutsch Aktuell 1*. St. Paul, Minnesota, USA: EMC/Paradigm Publishing, 1998, Chapter 5 (Germany and surrounding countries)

Technological

Annenberg/CPB Collection, 1999. *Fokus Deutsch*. (12 x 60 minute videos and support materials), Cologne: Tape 2; Hamburg: Tape 5

Inter Nationes. *Alles Gute*, Langenscheidt (video series), Nuremberg: Unit 2; Hamburg: Unit 3; Bonn: Unit 4; Berlin: Units 5 and 16

CD-ROMs about geography in German

Prepositions section of Unit One, *The Rosetta Stone*. CD-ROM. Harrisonburg, VA, USA: Fairfield Language Technologies.

Community

Goethe Institut, 163 King St. W., Toronto, Ontario. Phone: (416) 593-5257

Travel agencies

Activity 3: My Classmates

Time: 150 minutes

Description

This activity expands the student's ability to discuss her/his likes and dislikes in German. Students discuss with each other and produce magazine articles about each other based on interviews.

Strand(s) and Expectations

Strand(s): Oral Communication, Reading, Writing

Overall Expectations

OLV.01 - demonstrate an understanding of very simple spoken language in practical, structured situations, applying knowledge of basic vocabulary and language structures;
OSV.01 - communicate orally in different practical, structured situations and for different purposes, using basic vocabulary and language structures;
REV.01 - read age- and language-appropriate passages from different sources for various practical purposes, applying knowledge of simple vocabulary and language structures;
WRV.01 - write for a variety of practical purposes, using basic vocabulary and language structures.

Specific Expectations

Oral Communication: Listening
OL1.01 - identify sounds and demonstrate some understanding of basic vocabulary and language structures by giving brief answers to simple questions;
OL1.02 - use visual cues (e.g., facial expressions) and some verbal cues (e.g., intonation, tones) to understand oral messages in dialogues (e.g., interview or conversations on videotape).
Oral Communication: Speaking
OS1.02 - use basic vocabulary and language structures to ask and answer short questions and to make brief statements (e.g., order food in a restaurant);
OS1.03 - express likes and dislikes in brief, rehearsed conversations and dialogues.
Reading
RE1.01 - read short, simple texts (e.g., menus, schedules, dialogues) for comprehension, consolidation of oral skills, and expansion of vocabulary;
RE1.03 - use visual cues (e.g., visual illustrations) and some verbal cues (e.g., context) to determine the meaning of messages in print and other media (e.g., advertisement, CD-ROMs).
Writing
WR1.02 - write answers to simple questions;
WR1.04 - use resources to communicate more effectively in their writing (e.g., bilingual, visual dictionaries).

Prior Knowledge Required

- basic understanding of question/answer formats
- words associated with leisure, entertainment, schedules
- word order in simple positive and negative sentences
- forms of regular comparative and attributive adjectives

Grammar and Language Knowledge

- interrogative pronouns and adjectives
- simple positive and negative sentences and questions

- regular verbs and irregular verbs
- idiomatic expressions of enthusiasm
- vocabulary involving leisure, entertainment, preferences, and dislikes

Planning Notes

- The teacher develops a list of 30 yes/no questions to assist with "20 question" game.
- The teacher finds or develops simple readings about teenagers and celebrities.
- The teacher prepares a list of web sites about celebrities in German.
- The teacher prepares blank oral portfolio tapes (by putting students names on them and rewinding them) and a cassette recorder.
- The teacher finds magazines containing interviews/articles about teenagers and celebrities.
- The teacher creates a checklist of questions (base checklist on questions in Appendix C-02: List of Possible Questions and Answers).

Teaching/Learning Strategies

1. Whole class: Using pictures, teacher discusses celebrities and asks students to answer yes or no to questions on the sample question list.
2. Whole class: The teacher models the game "20 questions" by playing it once with the class. In this game, up to 20 yes/no questions may be asked to guess the identity of the secret celebrity. If fewer than 20 questions are used and the secret celebrity is identified, the student guessing correctly becomes the new answerer. The game is played again with a new secret celebrity. Once students seem secure with using the questions themselves, they lead the game. This game can also be played in small groups.
3. Individual: Students complete fill-in exercises using questions and statements with interrogative pronouns and interrogative adjectives. *Alternative for Academic level: Students unscramble sentences using interrogative pronouns and interrogative adjectives.*
4. Small group: The teacher distributes reading comprehension passages about teenagers. Based on these readings, students complete yes/no checklists and check their answers against answer copies. *Alternative for Academic level: Students write short answers to questions that cannot be answered* yes *or* no.
5. Individual: Students research celebrities on the Internet and in magazines. Students complete a fill-in sheet about celebrity pastimes, family relationships, etc.
6. Individual: Based on their research, students record a description of a celebrity on a cassette. If students are willing, these may be played back to the class or in small groups.
7. Whole class: The teacher performs an interview with one student, to demonstrate to the class how the checklist is used orally. *Alternative for Academic level: Students are encouraged to respond with complete answers, not just* yes *or* no.
8. Whole class: The teacher demonstrates how the checklist is converted from second person questions to third person statements in an article.
9. Pair: Students interview two other students, using the checklist. Students write magazine articles about each other, and keep the articles in their writing portfolios.
10. Whole class: The teacher may wish to copy a class "celebrity" magazine for the entire class, submit articles to the school yearbook, or create group magazines and have groups read each others' magazines.

Assessment/Evaluation Techniques

Categories	Expectations	Tools	Activities
Knowledge/ Understanding	OL1.02 OS1.03 GL1.03	Observation	Students play "20 questions."
Knowledge/ Understanding	RE1.01 GL1.04	Observation	Students complete checklists based on reading comprehension passages.
Application	RE1.03 GL1.05	Rubric	Students research celebrities on the Internet and in magazines.
Communication	OS1.03 GL1.08	Rubric	Students present celebrities on cassette/video tape.
Communication Thinking/Inquiry	OL1.01 OS1.02 WR1.02, WR1.04 GL1.09	Writing portfolio	Students write a magazine article based on an interview.

Accommodations

- Consult student's Annual and/or Individual Education Plan.
- Avoid remote celebrities for "20 question" game.
- Provide a model for the fill-in activity.
- Assist with taping the oral portfolio by giving cues or beginning sentences.
- Provide a fill-in model for the magazine article activity.
- To add challenge, teacher has students watch a celebrity interview in German and re-enact it.

Resources

Print

Briggs, Lawrence, Bryan Goodman-Stephens, and Paul Rogers. *Zickzack Neu 1*. Surrey: Thomas Nelson and Sons Ltd., p. 53 (pop concerts), p. 79 and 85 (television).

Briggs, Lol, Bryan Goodman-Stephens, and Paul Rogers. *Zickzack 1*. Leeds: E.J. Arnold and Son Ltd, 1987, Kapitel 5 (Und nach der Schule?).

Briggs, Lol, Bryan Goodman-Stephens, and Paul Rogers. *Zickzack 1*. Leeds: E.J. Arnold and Son Ltd, 1987, p. 82 (interviewing), p. 84 (Listening: Celebrity interview with Herbert Meyer).

Farrel, Catherine and Paul Shannon. *Trans-Europa-Express: Deutsch Level 1*. London: Hodder and Stoughton Educational, 1999, pp. 96-100 (Medien).

Kraft, Wolfgang S. *Deutsch Aktuell 1*. St. Paul, Minnesota, USA: EMC/Paradigm Publishing, 1998, Chapter 9 (entertainment)

Kraft, Wolfgang S. *Deutsch Aktuell 1*. St. Paul, Minnesota, USA: EMC/Paradigm Publishing, 1998, pp. 315-316 (soccer star: Ibrahim Tanko)

German-language newspapers

German magazines about celebrities

German TV guides

Technological
Internet
Television shows

Community
Goethe Institut

Activity 4: Out and About

Time: 180 minutes

Description

Students plan activities with a friend on the telephone. Greetings and telephone etiquette are important cultural components of this activity.

Strand(s) and Expectations

Strand(s): Oral Communication, Reading, Writing

Overall Expectations

OLV.01 - demonstrate an understanding of very simple spoken language in practical, structured situations, applying knowledge of basic vocabulary and language structures;
OSV.01 - communicate orally in different practical, structured situations and for different purposes, using basic vocabulary and language structures;
REV.01 - read age- and language-appropriate passages from different sources for various practical purposes, applying knowledge of simple vocabulary and language structures;
WRV.01 - write for a variety of practical purposes, using basic vocabulary and language structures.

Specific Expectations

Oral Communication: Listening
OL1.03 - identify cultural aspects of the international language (e.g., use of greetings, introductions).
Oral Communication: Speaking
OS1.03 - express likes and dislikes in brief, rehearsed conversations and dialogues;
OS1.04 - apply knowledge of the cultural aspects of the international language by using oral language conventions appropriately (e.g., forms of greeting).
Reading
RE1.01 - read short, simple texts (e.g., menus, schedules, dialogues) for comprehension, consolidation of oral skills, and expansion of vocabulary;
RE1.02 - read simple materials aloud to develop standard pronunciation;
RE1.05 - demonstrate knowledge of the culture of countries where the language is spoken (e.g., identify and describe typical foods, celebrations).
Writing
WR1.03 - write for practical purposes, using a model (e.g., create a party invitation);
WR1.05 - use knowledge of the culture of countries where the language is spoken in materials they write or create (e.g., design a poster for a special event).

Prior Knowledge Required

- vocabulary associated with leisure, school, and entertainment
- interrogative pronouns
- simple positive and negative questions and sentences
- word order in simple sentences
- present tense of regular verbs and some irregular verbs

Grammar and Language Knowledge

- vocabulary associated with leisure, school, entertainment
- interrogative pronouns
- frequently used irregular verbs in the present tense
- verbs with an infinitive (e.g., *Ich möchte angeln gehen.*)

Planning Notes

- The teacher creates simple telephone conversations in written German.
- The teacher prepares and copies models of student-written notes.
- The teacher pre-arranges the classroom for group activities.
- The teacher prepares and explains writing and oral evaluation to the class.

Teaching/Learning Strategies

1. Whole class: The teacher teaches/reviews ideas for going out.
2. Small group: Students answer questions about readings in which German-speaking students discuss going out.
3. Pair: Using a substitution dialogue about planning to go out, students create dialogues to perform for other pairs of students. *Alternative for Academic level: The model has no substitutions, but rather, blank fill-in spaces.*
4. Individual: Students complete review exercises using vocabulary about leisure activities, school activities and entertainment, interrogative pronouns, frequently used irregular verbs, verbs and the infinitive (e.g., *to want* and *to like*).
5. Individual: After brainstorming, students complete fill-in passages of notes which students might send each other (e.g., *Willst du nach der Schule schilaufen gehen?*).
6. Pair: Using a model dialogue prepared by the teacher, students write and perform a scene for the teacher about planning to go out with a friend. *Alternative for Academic level: Students perform on video.*

Assessment/Evaluation Techniques

Categories	Expectations	Tools	Activities
Knowledge/ Understanding	OL1.03 OS1.04 RE1.01	Pairs evaluate other pairs	Students perform telephone conversations based on readings in German.
Knowledge/ Understanding	RE1.05 WR1.03 GL1.10	Observation	Students write notes to other students in class, e.g., "Do you want to play soccer after class?" Students respond to these notes in written form.
Application	RE1.01 WR1.03	Writing evaluation	Students complete fill-in passages.
Communication Thinking/Inquiry	OS1.03 RE1.02 WR1.05	Oral evaluation	Students act out a scene about making plans with a friend, based on a teacher-prepared replacement dialogue.

Accommodations

- Consult student's Annual and/or Individual Education Plan.
- The teacher reads taped conversations slowly once again after tape has played.
- Create mixed ability groupings for small group work and pairs.
- To add challenge, teacher has students organize an after-school activity in German for students taking German (e.g., a German-language Reach-for-the-top competition with simplified questions).

Resources

Print

Berwick, Gwen and Sydney Thorne. *Mach's gut! Level 1*. Cheltenham: Mary Glasgow Publications, 1998, p. 46 (making plans), pp. 102-113 (leisure activities).

Berwick, Gwen and Sydney Thorne. *Mach's gut! Level 2*. Cheltenham: Mary Glasgow Publications, 1999, pp. 54-65 (past-times, going out).

Briggs, Lawrence and Bryan Goodman-Stephens, Paul Rogers. *Zickzack Neu 1*. Surrey: Thomas Nelson and Sons Ltd., p. 76-77.

Briggs, Lol and Bryan Goodman-Stephens, Paul Rogers. *Zickzack 1*. Leeds: E.J. Arnold and Son Ltd, 1987, pp.171-177 (making plans).

Farrel, Catherine and Paul Shannon. *Trans-Europa-Express: Deutsch Level 1*. London: Hodder and Stoughton Educational, 1999, pp. 101-112 (planning, letter-writing).

Kraft, Wolfgang S. *Deutsch Aktuell 1*. St. Paul, Minnesota, USA: EMC/Paradigm Publishing, 1998, Chapter 3 (pastimes) and Chapter 9 (entertainment).

Technological

The Rosetta Stone. CD-ROM.

Community

German-speaking cultural centres (e.g., Hansa Haus, Bingemann's Park, etc.)

Activity 5: Let's Pick a Movie

Time: 180 minutes

Description

Students learn about some German-language films and the vocabulary and grammatical structures required to discuss cinema. Students create storyboards of film plots to share with each other.

Strand(s) and Expectations

Strand(s): Oral Communication, Reading, Writing

Overall Expectations

OLV.01 - demonstrate an understanding of very simple spoken language in practical, structured situations, applying knowledge of basic vocabulary and language structures;
OSV.01 - communicate orally in different practical, structured situations and for different purposes, using basic vocabulary and language structures;
REV.01 - read age- and language-appropriate passages from different sources for various practical purposes, applying knowledge of simple vocabulary and language structures;
WRV.01 - write for a variety of practical purposes, using basic vocabulary and language structures.

Specific Expectations

Oral Communication: Listening

OL1.02 - use visual cues (e.g., facial expressions) and some verbal cues (e.g., intonation, tones) to understand oral messages in dialogues (e.g., interview or conversations on videotape);

OL1.03 - identify cultural aspects of the international language (e.g., use of greetings, introductions).

Oral Communication: Speaking

OS1.02 - use basic vocabulary and language structures to ask and answer short questions and to make brief statements (e.g., order food in a restaurant);

OS1.03 - express likes and dislikes in brief, rehearsed conversations and dialogues;

OS1.04 - apply knowledge of the cultural aspects of the international language by using oral language conventions appropriately (e.g., forms of greeting).

Reading

RE1.01 - read short, simple texts (e.g., menus, schedules, dialogues) for comprehension, consolidation of oral skills, and expansion of vocabulary;

RE1.03 - use visual cues (e.g., visual illustrations) and some verbal cues (e.g., context) to determine the meaning of messages in print and other media (e.g., advertisement, CD-ROMs);

RE1.04 - respond to materials read by answering short questions.

Writing

WR1.01 - write complete but simple sentences, using basic vocabulary and language structures (e.g., identify and describe favourite foods);

WR1.03 - write for practical purposes, using a model (e.g., create a party invitation).

Prior Knowledge Required

- present tense of verbs and some irregular verbs
- basic vocabulary associated with entertainment
- some interrogative pronouns
- verbs in simple positive and negative constructions

Grammar and Language Knowledge

- simple prepositions (in Germany, at the cinema, on the poster, etc.)
- interrogative pronouns
- demonstrative adjectives
- word order in simple sentences, positive and interrogative
- vocabulary about films

Planning Notes

- The teacher prepares a list of model questions for the game about cinema.
- The teacher researches titles of authentic German-language films from Austria, Germany, and Switzerland.
- The teacher finds German-language posters to use as models.
- The teacher assembles equipment required to create posters (e.g., glue sticks, construction paper, scissors, markers, etc.).
- The teacher creates a list of descriptions of film plots in simple sentences.

Teaching/Learning Strategies

1. Whole class: Using teacher-prepared questions, students play a trivia game about cinema with two teams.
2. Pair: Students prepare five simple questions of their own about films. *Alternative for Academic level: Students prepare five multiple choice questions.*
3. Whole class: The teacher plays the cinema game with the class split into two teams using the student-created questions. *Alternative for Academic level: A student runs the game.*
4. Individual: Students complete review exercises using simple positive and negative question formats, interrogative pronouns, present tense of regular and irregular verbs, demonstrative adjectives, vocabulary associated with cinema and advertisements.
5. Small group: The teacher distributes a list of German-language films with titles students can guess at with the aid of dictionaries and asks groups to rank them based on the appeal of the title. The teacher may wish to pre-teach genres and include the genre of each film as well. The class discusses group results and the teacher tabulates survey results on the board. *Alternative for Academic level: Students tabulate survey results in small groups and make group presentations using graphs.*
6. Pair: Students create a movie poster, using authentic German-language posters as models.
7. Pair: Based on a model dialogue, students create a dialogue about a movie poster.
8. Whole class: Students receive a list of short descriptions of film plots. Students complete a multiple-choice or true/false quiz based on the descriptions. Students create storyboards of film plots in pairs or individually, using one descriptive sentence per frame. *Alternative for Academic level: Individual students create film plots, using two or three descriptive sentences per frame.*

Assessment/Evaluation Techniques

Categories	Expectations	Tools	Activities
Knowledge/ Understanding	OL1.02 OS1.02 GL1.03	Checklist	Students play cinema game based on questions they created.
Knowledge/ Understanding	RE1.04 WR1.03 GL1.09	Observation	Teacher surveys the class, asking students to choose from a list of simple German film titles.
Application	RE1.01, RE1.03 WR1.03 GL1.05	Rubric	Using sample movie posters, students create a movie poster.
Communication	OS1.02 GL1.08	Rubric	Students create a dialogue about a movie poster.
Thinking/Inquiry	OL1.03 OS1.03, OS1.04 RE1.03 WR1.01 GL1.02	Observation	Students read film plots and create their own storyboards, then read each others' stories.

Accommodations

- Consult student's Annual and/or Individual Education Plan.
- Reduce the required number of trivia questions for the game.
- Provide English translations of film titles for the survey.
- Use mixed ability groupings for pair work.

- Allow more time to complete the dialogue and allow private performance.
- Simplify grammatical terminology.
- To add challenge, the teacher has students act out a scene on video from the film plot they have created.

Resources

Print

Berwick, Gwen and Sydney Thorne. *Mach's gut! Level 1*. Cheltenham: Mary Glasgow Publications, 1998, pp. 128-131 (television, films).

Berwick, Gwen and Sydney Thorne. *Mach's gut! Level 2*. Cheltenham: Mary Glasgow Publications, 1999, pp. 70-71 (Butch Cassidy and Sundance Kid).

Briggs, Lol, Bryan Goodman-Stephens, and Paul Rogers. *Zickzack 2*. Leeds: E.J. Arnold and Son Ltd, 1989, p. 68, 74 (films).

Farrel, Catherine and Paul Shannon. *Trans-Europa-Express: Deutsch Level 1*. London: Hodder and Stoughton Educational, 1999, pp. 98-100 (cinema).

Kraft, Wolfgang S. *Deutsch Aktuell 1*. St. Paul, Minnesota, USA: EMC/Paradigm Publishing, 1998, Chapter 9 (entertainment).

Technological

Web sites about entertainment in German

Unit 7 ("Sie dürfen hier nicht halten"), Video series *Alles Gute*, c/o Inter Nationes, Kennedyallee 91-103, D-5300 Bonn 2, 1989

Community

www.Im-media.com/videos
(free loan videos in German)

Activity 6: What, When, Where

Time: 270 minutes

Description

Students begin interacting with native speakers and learning about German-speaking individuals in their specific environment. The e-mail keypal project serves to provide necessary cultural information and a highly motivational forum for the use of media in language class. The teacher could consider linking this activity with an e-mail activity in a computer class.

Strand(s) and Expectations

Strand(s): Oral Communication, Reading, Writing

Overall Expectations

OLV.01 - demonstrate an understanding of very simple spoken language in practical, structured situations, applying knowledge of basic vocabulary and language structures;
OSV.01 - communicate orally in different practical, structured situations and for different purposes, using basic vocabulary and language structures;
REV.01 - read age- and language-appropriate passages from different sources for various practical purposes, applying knowledge of simple vocabulary and language structures;
WRV.01 - write for a variety of practical purposes, using basic vocabulary and language structures.

Specific Expectations

Oral Communication: Listening

OL1.02 - use visual cues (e.g., facial expressions) and some verbal cues (e.g., intonation, tones) to understand oral messages in dialogues (e.g., interview or conversations on videotape);

OL1.03 - identify cultural aspects of the international language (e.g., use of greetings, introductions).

Oral Communication: Speaking

OS1.03 - express likes and dislikes in brief, rehearsed conversations and dialogues.

Reading

RE1.01 - read short, simple texts (e.g., menus, schedules, dialogues) for comprehension, consolidation of oral skills, and expansion of vocabulary;

RE1.04 - respond to materials read by answering short questions;

RE1.05 - demonstrate knowledge of the culture of countries where the language is spoken (e.g., identify and describe typical foods, celebrations).

Writing

WR1.02 - write answers to simple questions;

WR1.03 - write for practical purposes, using a model (e.g., create a party invitation).

Prior Knowledge Required

- interrogative pronouns and adjectives
- days, months, time of day, words associated with leisure, entertainment, German-speaking cities and countries
- simple structures for asking and answering questions
- word order in simple sentences
- present tense of regular verbs and frequently used irregular verbs

Grammar and Language Knowledge

- comparative and superlative adjectives
- simple positive and negative questions and statements
- frequently used irregular verbs in the present tense
- verbs with an infinitive
- expressions of time
- vocabulary used to discuss school activities, leisure, entertainment

Planning Notes

- The teacher photocopies enough blank weekly schedules for the class.
- The teacher becomes familiar with resources available on CD, Internet, and in the Library/Resource Centre before initiating the research activity. The teacher develops a suggested list of sources.
- The teacher finds a potential keypal partner school and initiate plans with partner teacher.
- The teacher identifies evaluation tools for the various stages of the research process.
- The teacher plans where to have students record their keypal cassettes and have a cassette recorder and tape ready.

Teaching/Learning Strategies

1. Pair: Students create hypothetical weekly schedules for invented characters.
2. Pair: Using simple questions and answers, students role-play these student characters, interviewing each other about their likes and dislikes, pastimes, and commitments.
3. Whole class: The teacher prepares students to initiate the keypal exchange. A test-run using computers and the creation of e-mail addresses is recommended.

4. Individual: Using e-mail, students write about themselves and ask keypals about their school activities and their pastimes in German (minimum eight sentences), requesting that they respond in German only. *Alternative for Academic level: Students write a minimum of 12 sentences.* (See Appendix C-03.)
5. Small group: When students receive a response to their e-mail, they describe their keypals to other students.
6. Pair: Students write sentences, comparing their personal schedules with their keypals' schedules (e.g., *I usually get up at 7:30 but my keypal gets up at 5:30.*)
7. Individual: Students complete exercises about cities, regions, and countries, expressions requiring the verb to do (e.g., *Hausaufgaben machen*), simple positive and negative questions and statements, frequently used irregular verbs, verbs with an infinitive, expressions of time, vocabulary associated with school activities, leisure, entertainment. *Alternative for Academic level: Exercises require active language knowledge (e.g., fill-ins in place of multiple choice and vocabulary lists to choose from, etc.).*
8. Small group: Students prepare a magazine article one paragraph long about their keypals. Using a rubric developed with the class, groups evaluate each others' magazine articles. *Alternative for Academic level: Students prepare a more detailed description.*
9. Individual: Students prepare cassette tapes about themselves and their daily routines on audio tapes. The teacher mails the cassette to the partner school in the German-speaking area, requesting a similar cassette in return.

Assessment/Evaluation Techniques

Categories	Expectations	Tools	Activities
Knowledge/ Understanding	OL1.02 OS1. 03 RE1.04	Observation	Students role-play characters they have invented based on fictitious schedules.
Knowledge/ Understanding	RE1.04, RE1.05 GL1.06, GL1.07	Teacher-kept inventory of e-mail activity (Students are responsible for forwarding copies of all e-mails to the teacher's e-mail address to facilitate record-keeping.)	Students read about individuals, their school activities and their pastimes in a German-speaking area.
Application	WR1.02	Rubric	Students create a magazine article one paragraph long about their keypal.
Application	OL1.02 OS1.03 RE1.04 WR1.03	Rubric	Students write about their personal schedules. They use this written assignment as the basis for the class cassette recording.
Communication	OL1.03 OS1.03	Rating Scale	Students discuss their personal schedules on cassette tape.
Thinking/Inquiry	OL1.03 RE1.01, RE1.05	Observation	Students compare their personal schedule with that of their penpal.

Accommodations

- Consult student's Annual and/or Individual Education Plan.
- Partially fill in the schedules for fictitious students.
- Demonstrates how to search for central information in e-mail responses.
- Reduce the required number of sentences for magazine articles.
- Organize mixed ability groupings for pair and small group work.
- Simplify grammatical terminology.
- Establish a penpal exchange through traditional mail, if e-mail is not available.
- To add challenge, the teacher has stronger students assist other students with the writing and editing of e-mails before they are sent.

Resources

Print

Briggs, Lawrence, Bryan Goodman-Stephens, and Paul Rogers. *Zickzack Neu 1*. Surrey: Thomas Nelson and Sons Ltd., p. 29, p. 31, pp. 42-43.

Briggs, Lol, Bryan Goodman-Stephens, and Paul Rogers. *Zickzack 1*. Leeds: E.J. Arnold and Son Ltd, 1987, pp. 86-91 (money in German-speaking countries), Kapitel 7 (Willkommen in Osnabrück).

Briggs, Lol, Bryan Goodman-Stephens, and Paul Rogers. *Zickzack 2*. Surrey: Thomas Nelson and Sons Ltd., 1989, p. 171-172 (leisure in Austria).

Kraft, Wolfgang S. *Deutsch Aktuell 1*. St. Paul, Minnesota, USA: EMC/Paradigm Publishing, 1998, Chapter 9 (entertainment) and Chapter 10 (sports).

Technological

School web sites in German (many high schools now have their own web sites, sometimes specific to particular projects within the school or community)

e-mail

Community

Goethe-Institut

Teacher acquaintances in Europe

Unit 5: On the Go

Time: 16 hours

Unit Description

In this unit, students use the language of study to explore the world of leisure activities and travel, with specific reference to the countries in which the language is spoken. Students use authentic materials (e.g., city/road/tourist maps, application for a student card, bus/train/plane tickets) to learn vocabulary associated with leisure activities, transportation, directions and the geography of the countries where the language of study is spoken. The teacher uses a variety of assessment tools to measure students' comprehension and communication skills. The focus of this unit is vocabulary acquisition and application in real-life situations.

Strand(s) and Expectations

Strand(s): Oral Communication, Reading, Writing
Overall Expectations: OLV.01, OSV.01, REV.01.
Specific Expectations: OL1.01, OL1.02, OL1.03, OS1.01, OS1.02, OS1.03, RE1.01, RE1.02, RE1.03, RE1.04, RE1.05, WR1.01, WR1.02, WR1.03. WR1.04, WR1.05, GL1.01, GL1.02, GL1.03, GL1.04, GL1.05, GL1.06, GL1.07. GL1.08, GL1.09. GL1.10.

Activity Titles (Time + Sequence)

Activity 1	Where Are We Going?	160 minutes
Activity 2	How Do We Get There?	160 minutes
Activity 3	Filling Out an Application	110 minutes
Activity 4	The Geography of Italy	210 minutes
Activity 5	Making Reservations and Getting Ready to Go	160 minutes
Activity 6	We're Off!	160 minutes

Prior Knowledge Required

- the present conjugation of irregular verbs such as to go and to do/to make
- familiarity with formal and informal address
- simple prepositions
- the forms of the definite article
- some knowledge of common regular verbs in present tense

Unit Planning Notes

- The teacher contacts government tourist agencies (e.g., Consulate General of Italy, Toronto; Ente Nazionale Italiano per il Turismo, Montreal) to obtain maps, tourist guides, posters, and application
- forms (i.e., for passport, driver's licence, etc.).
- The teacher and/or students bring in, whenever possible, old plane or bus tickets (*Oggi in Italia*, p.397) from prior trips to the country of the language of study to be photocopied and used in vocabulary exercises and in oral activities.
- The teacher refers to the Achievement Chart - International Languages, Level 1 and Level 2 on page 45 of *The Ontario Curriculum, Grades 9 and 10, Classical and International Languages, 1999* to establish the criteria for the assessment of student learning throughout the unit.
- The teacher may organize a field trip to a local ethnic centre (e.g., Little Italy, Toronto). Check Community Resources below and newspapers for special events that may be taking place.

Teaching/Learning Strategies

- The teacher establishes with students the learning goals of the unit/activities.
- In this unit the following teaching/learning strategies are used: collaborative learning, simulating and performing, questioning, speaking Italian in small groups, participating in class discussions and simple written activities.

Assessment and Evaluation

Diagnostic and Formative Evaluation

- observation: formal and informal
- performance: projects, role-playing
- tools: tests and quizzes, rubrics

Summative Evaluation:

- performance: written assignments/tests, oral presentations, listening comprehension tests
- conferences with teacher
- rubric assessments

Resources

Print

Cristinziano, Armando and Mastrangelo, Rocco. *Quaderni di Temi Pratici, 1ma Serie*. Toronto: The Board of Education for the City of North York, 1983.

Danesi, Marcel. *Learn Italian the Fast and Fun Way*. United States: Baron's Educational Series, Inc., 1985. ISBN 0-8120-2854-6

Federici, Carla and Larese Riga, Carla. *Ciao!* Canada: CBS College Publishing, 1986. ISBN 0-03-069333-0

Gavazzi, Elena and Paolozzi, Giacomo Vittorio. *Le regioni d'Italia.* Italy: Istituto Geografico De Agostini S.p.A., 1990.

Merlonghi, Franca Celli, Merlonghi, Ferdinando and Tursi, Joseph A. *Oggi in Italia*, Fourth Edition. United States: Houghton Mifflin Company, 1991. ISBN 0-395-43223-5

Technological

Italian for everyone. CD-ROM. Cambridge, MA: The Learning Company, 1997. ISBN 0-7630-1492-3

Microsoft Encarta Encyclopedia. CD-ROM.

http://webhome.idirect.com/~omlta

Community

Consulate General of Italy, 136 Beverley St., Toronto, ON, M5T 1Y5.
Tel. (416) 977-2193. Fax (416) 977-5422.
http://www.italconsulate.org

Ente Nazionale Italiano per il Turismo, 1 Place Ville Marie, Suite 1914, Montreal, PQ, H3B 2C3.
Tel. 1-800-482-59047. Fax (514) 392-1429.
http://www.italiantourism.com

Istituto Italiano di Cultura, 496 Huron St., Toronto, ON, M5R 2R3.
Tel (416) 921-3802/-0499. Fax (416) 962-2503.
http://www.iicto-ca.org

Unit 6: On the Town

Time: 20 hours

Unit Description

Students discuss, read, and write about the world of food and the world of fashion. In practical contexts, students learn how to describe clothing and how to shop for various items. Through structured activities, they learn how to express their likes and dislikes of foods, how to select a restaurant and how to order a meal. The teacher provides a variety of opportunities for students to practise and consolidate their language knowledge. Students demonstrate their learning through discussion and through the preparation and presentation of a menu and a meal.

Strand(s) and Expectations

Strand(s): Oral Communication, Reading, Writing
Overall Expectations: OLV.01, OSV.01, REV.01, WRV.01.
Specific Expectations: OL1.01, OL1.02, OL1.03, OS1.01, OS1.02, OS1.03, OS1.04, RE1.01, RE1.02, RE1.03, RE1.04, RE1.05, WR1.01, WR1.02, WR1.03, WR1.04, WR1.05, GL1.01, GL1.02, GL1.03, GL1.04, GL1.05, GL1.06, GL1.07, GL1.08, GL1.09, GL1.10.

Activity Titles (Time + Sequence)

Activity 1	What's in Style?: Clothing and Colours	160 minutes
Activity 2	How Much Is That Sweater in the Window?: Shopping for clothing	180 minutes
Activity 3	Cheese, Please!: Learning food names and adjectives	180 minutes
Activity 4	Around the World with Forty Foods: Foods of the World	180 minutes
Activity 5	So Many Choices, So Little Time: Creating a Menu	200 minutes
Activity 6	Now We're Cooking!: Making a Cookbook and Preparing a Meal	300 minutes

Prior Knowledge Required

- basic vocabulary associated with seasons, time, and places
- frequently used adjectives
- the cardinal numbers 1-100
- familiarity with writing a variety of simple forms
- experience in oral presentations, such as reporting a group's findings
- ability to express and share facts, ideas, feelings, and opinions in both oral and written form
- present tense of regular verbs and frequently used irregular verbs such as: *to like, to dislike, to want, to have, to do, to be, to go*
- formation of the immediate future tense
- understanding of simple vocabulary and language structures through reading

Unit Planning Notes

- The teacher gathers resources listed.
- The teacher refers to the Achievement Levels chart, which is found in *The Ontario Curriculum, Grades 9 and 10, Classical and International Languages, 1999*, to establish the criteria lists for the assessment of student learning throughout the unit.
- The teacher prepares the criteria checklists for the unit activities prior to introducing the unit.
- The teacher pre-teaches/reviews the functional language (structures, theme vocabulary) required for the successful completion of the tasks of this unit.

Teaching/Learning Strategies

- The teacher establishes with students the learning goals of the unit/activities.
- In this unit, the following teaching/learning strategies will be used: brainstorming, collaborative/co-operative learning, oral communication, note taking, memorizing, reading response, oral presentation and performing

Assessment and Evaluation

Diagnostic, Formative Evaluation

- oral/aural quizzes: teacher-generated
- observation: formal and informal
- conferencing: student/teacher conferencing
- paper and pencil quizzes: teacher-made
- performance: formal written assignment, role performances
- tools: anecdotal comments, probe questions, checklists, rating scales, quizzes, rubrics for oral and written assignments

Summative Evaluation

- formal written assignment, creation of menu and meal, oral presentations of dialogues, quizzes

Resources

Print

Clayton, John, Kenneth Hall, and Derek Utley. *Cara A Cara: Pair Work Activities in Spanish*. Hong Kong: Colorcraft Ltd., 1989.

Giannetti, George and Adolfo Ayala. *¡Leamos! Easy Reading Comprehension Exercises in Spanish, Copy Masters*. Portland, Maine: J. Weston Walch, 1988. ISBN 01/03-3523

Giannetti, George. *Pienso, Hablo, y Escribo: Guided Oral and Written Activities in Spanish. Copy Masters*. Portland, Maine: J. Weston Walch, 1988. ISBN 01-3540

Giannetti, George. *Un Calidoscopio de Palabras: Creative Vocabulary Activities in Spanish. Copy Masters*. Portland, Maine: J. Weston Walch, 1987. ISBN 01-3534/03-3534

Met, Miriam, R. Sayers, and Carol Wargin. *Paso a Paso 1*. Scott, Foresman and Company, 1996. ISBN 0-673-21669-1

Met, Miriam, R. Sayers, and Carol Wargin. *Paso a Paso 1: Overhead Transparencies*. Scott, Foresman and Company, 1996. ISBN 0-673-21706-X

Met, Miriam, R. Sayers, and Carol Wargin. *Paso a Paso 1: Crossword Puzzles*. Scott, Foresman and Company, 1996. ISBN 0-673-21700-0

Met, Miriam, R. Sayers, and Carol Wargin. *Paso a Paso 1: Communication Activities*. Scott, Foresman and Company, 1996. 0-673-2169-8

Met, Miriam, R. Sayers, and Carol Wargin. *Paso a Paso 1: Videotape Pac*kage. Scott, Foresman and Company, 1996. ISBN 0-673-21726-4

Morrow, Patricia. *Buscapalabras En Espanol: Hidden Word Puzzles in Spanish, Copy Masters*. Portland, Maine: J. Weston Walch, 1982.

Sacks Da Silva, Zenia. *Persona a Persona 1*. New York: Macmillan Publishing Co., Inc., 1982. ISBN 02-270220-2

Sacks Da Silva, Zenia. *Persona a Persona 2*. New York: Macmillan Publishing Co., Inc., 1982. ISBN 02-270320-9

Samaniego, Fabian, et al. *¡Dime! Uno*. Toronto: D.C. Heath and Company, 1993. ISBN 0-669-43328-4
Samaniego, Fabian, et al. *¡Dime! Dos*. Toronto: D.C. Heath and Company, 1997. ISBN 0-669-23996-8

Technological
Computer software programs such as: *Spanish Bit by Bit, Spanish Contest, Caminando, Rosetta Stone, Spanish Computerized*, parts 1 and 2
CD-ROMs such as: *Language Explorer* (Nordic Software Inc.), *The Ultimate Multimedia Spanish Vocabulary Program* (National Textbook Company)
Internet

Community
Local ethnic restaurants and their menus

Activity 1: What's in Style?: Clothing and Colours

Time: 160 minutes

Description

Students learn vocabulary associated with clothing and the colours, describe what other people are wearing, and decide on clothing appropriate for various seasons and situations.

Strand(s) and Expectations

Strand(s): Oral Communication, Reading, Writing

Overall Expectations

OLV.01 - demonstrate an understanding of very simple spoken language in practical, structured situations, applying knowledge of basic vocabulary and language structures;
OSV.01 - communicate orally in different practical, structured situations and for different purposes, using basic vocabulary and language structures;
REV.01 - read age- and language-appropriate passages from different sources for various practical purposes, applying knowledge of simple vocabulary and language structures;
WRV.01 - write for a variety of practical purposes, using basic vocabulary and language structures.

Specific Expectations

Oral Communication: Listening
OL1.01 - identify sounds and demonstrate some understanding of basic vocabulary and language structures by giving brief answers to simple questions;
OL1.02 - use visual cues (e.g., facial expressions) and some verbal cues (e.g., intonation, tones) to understand simple oral messages in dialogues (e.g., interview or conversations on videotape).
Oral Communication: Speaking
OS1.01 - use standard pronunciation in the international language (for words and in phrases and sentences);
OS1.02 - use basic vocabulary and language structures to ask and answer short questions, and to make brief statements (e.g., order food in a restaurant).
Reading
RE1.01 - read short, simple texts (e.g., menus, schedules, dialogues) for comprehension, consolidation of oral skills, and expansion of vocabulary;
RE1.02 - read simple materials aloud to develop standard pronunciation.

Writing
WR1.01 - write complete but simple sentences, using basic vocabulary and language structures (e.g., identify and describe favourite foods);
WR1.02 - write answers to simple questions.

Prior Knowledge Required

- word order in simple sentences
- present tense of regular verbs
- use of articles with nouns
- regular adjectives

Grammar and Language Knowledge

- the present tense of the verb *to wear*
- gender and number agreement in noun phrases
- vocabulary: clothing and basic accessory items

Planning Notes

- The teacher makes a vocabulary list of clothing and colours that will be taught.
- The teacher prepares a quiz on the vocabulary words learned in this activity. (See Appendix C-02: List of Possible Questions and Answers.)
- The teacher finds newspaper inserts, catalogues from department stores with pictures of clothing.

Teaching/Learning Strategies

1. Whole class: The teacher introduces new vocabulary associated with clothing and colours.
2. Whole class: The teacher asks questions about what others are wearing and colours of clothing. Students ask each other questions about what their classmates are wearing: Is Chris wearing a green sweater? Is Mr. X wearing blue jeans? Teacher creates a list of new vocabulary words on blackboard. Students copy list and use for reference in the next activities. *Alternative for Academic level: students find a partner. Each student writes a short paragraph of five or six sentences describing what his/her partner is wearing. These paragraphs may be submitted or read out loud to class for evaluation.*
3. Small group: The teacher divides class into groups. Teacher draws one stick figure per group on the board. Members of each group go to the board one at a time and draw an item of clothing on the stick figure and label the item in the language of study. Stick figure has no gender and the clothing can be layered in any sequence. The results may be judged according to students' applause. (See Appendix C-05.)
4. Pair: Each pair is given a season, a weather condition, or an occasion. Students prepare a list of items of clothing appropriate for that season/weather condition/occasion. Students post their lists on wall/board and present them orally to the class. *Alternative for Academic level: each student finds or creates a clothing catalogue page. On an accompanying page, the student writes a one sentence description of each of the items depicted. The teacher may decide how many items the student should include in the assignment.*
5. Individual: The teacher comes to class wearing a variety of items of clothing and colours. Students write two to three sentences describing the clothing.

Assessment/Evaluation Techniques

Categories	Expectations	Tools	Activities
Knowledge/ Understanding	OL1.01, OL1.02 OS1.01 OS1.02	Observation	Students ask each other what they are wearing.
Knowledge/ Understanding Thinking/Inquiry	RE1.03 WR1.03 GL1.09	Observation	Students draw and label clothing on a stick figure.
Application/ Communication	OL1.01, OL1.02 OS1.01 RE1.01, RE1.02 WR1.01, WR1.02 GL1.01, GL1.05, GL1.08, GL1.09	Rubric	Students classify clothing according to season, weather condition, occasion. Students present clothing lists.

Accommodations

- Consult student's Annual and/or Individual Education Plan.
- Group students to assist with tasks.
- Allow more time to complete tasks.
- More advanced students find a fashion advertisement and write a description of it, pretending to be the designer, mount a mini-fashion show, and describe what the models are wearing.
- Fluent speakers do research and provide information about clothing particular to countries where the language of study is spoken (e.g., sarape from Mexico).

Resources

Print

Clayton, John, Kenneth Hall, and Derek Utley. *Cara A Cara: Pair Work Activities in Spanish.*

Giannetti, George and Adolfo Ayala. *¡Leamos! Easy Reading Comprehension Exercises in Spanish, Copy Masters.*

Giannetti, George. *Pienso, Hablo, y Escribo: Guided Oral and Written Activities in Spanish. Copy Masters.*

Giannetti, George. *Un Calidoscopio de Palabras: Creative Vocabulary Activities in Spanish. Copy Masters.*

Met, Miriam, R. Sayers, and Carol Wargin. *Paso a Paso 1.* (clothing: Capitulo 6; colours: Capitulo 5)

Met, Miriam, R. Sayers, and Carol Wargin. *Paso a Paso 1: Overhead Transparencies.*

Met, Miriam, R. Sayers, and Carol Wargin. *Paso a Paso 1: Crossword Puzzles.* (clothing, colours)

Met, Miriam, R. Sayers, and Carol Wargin. *Paso a Paso 1: Communication Activities.*

Met, Miriam, R. Sayers, and Carol Wargin. *Paso a Paso 1: Videotape Package.*

Morrow, Patricia. *Buscapalabras En Espanol: Hidden Word Puzzles in Spanish, Copy Masters.*

Newspaper inserts, catalogues with pictures of clothing

Sacks Da Silva, Zenia. *Persona a Persona 1.*

Sacks Da Silva, Zenia. *Persona a Persona 2.*

Samaniego, Fabian, et al. *¡Dime! Uno.*

Samaniego, Fabian, et al. *¡Dime! Dos.*

Technological
Computer software programs such as: *Spanish Bit by Bit, Spanish Contest, Caminando, Rosetta Stone, Spanish Computerized*, parts 1 and 2
CD-ROMs such as: *Language Explorer* (Nordic Software Inc.), *The Ultimate Multimedia Spanish Vocabulary Program* (National Textbook Company)
Internet for research

Activity 2: How Much Is That Sweater in the Window?: Shopping for Clothing

Time: 180 minutes

Description

Students learn how to initiate an inquiry in a store and how to purchase an article of clothing.

Strand(s) and Expectations

Strand(s): Oral Communication, Reading, Writing

Overall Expectations
OLV.01 - demonstrate an understanding of very simple spoken language in practical, structured situations, applying knowledge of basic vocabulary and language structures;
OSV.01 - communicate orally in different practical, structured situations and for different purposes, using basic vocabulary and language structures;
REV.01 - read age- and language-appropriate passages from different sources for various practical purposes, applying knowledge of simple vocabulary and language structures;
WRV.01 - write for a variety of practical purposes, using basic vocabulary and language structures.

Specific Expectations
Oral Communication: Listening
OL1.01 - identify sounds and demonstrate some understanding of basic vocabulary and language structures by giving brief answers to simple questions;
OL1.02 - use visual cues (e.g., facial expressions) and some verbal cues (e.g., intonation, tones) to understand simple oral messages in dialogues (e.g., interview or conversations on videotape);
OL1.03 - identify cultural aspects of the international language (e.g., use of greetings, introductions).
Oral Communication: Speaking
OS1.01 - use standard pronunciation in the international language (for words and in phrases and sentences);
OS1.02 - use basic vocabulary and language structures to ask and answer short questions, and to make brief statements (e.g., order food in a restaurant);
OS1.03 - express likes and dislikes in brief, rehearsed conversations and dialogues;
OS1.04 - apply knowledge of the cultural aspects of the international language by using oral language conventions appropriately (e.g., forms of greeting).
Reading
RE1.01 - read short, simple texts (e.g., menus, schedules, dialogues) for comprehension, consolidation of oral skills, and expansion of vocabulary;
RE1.02 - read simple materials aloud to develop standard pronunciation;
RE1.03 - use visual cues (e.g., illustrations) and some verbal cues (e.g., context) to determine the meaning of messages in print and other media (e.g., advertisements, CD-ROMs).

Writing
WR1.01 - write complete but simple sentences, using basic vocabulary and language structures (e.g., identify and describe favourite foods);
WR1.02 - write answers to simple questions;
WR1.03 - write for practical purposes, using a model (e.g., create a party invitation);
WR1.04 - use resources to communicate more effectively in their writing (e.g., bilingual, visual dictionaries).

Prior Knowledge Required

- vocabulary associated with clothing and colours
- word order in simple sentences, affirmative and interrogative
- numbers 1-100

Grammar and Language Knowledge

- interrogative words/phrases and question word order
- expressions of courtesy, expansion of vocabulary associated with clothing and colours

Planning Notes

- The teacher finds a video tape of a conversation between a client and a clerk in a department store (e.g., *Dime 1, Paso a Paso 1* video).
- The teacher prepares questions on the video selection.
- The teacher provides a reading passage about a customer buying clothing in a store.
- The teacher prepares questions on the reading passage.
- The teacher creates a rubric for oral presentations and written work.

Teaching/Learning Strategies

1. Whole class: Students watch a video of a conversation between a client and a store clerk in a department store (e.g., *Dime 1, Paso a Paso 1* video).
2. Whole class: Students write answers to comprehensive questions on video selection. Students volunteer to write answers on board. The teacher takes up answers and makes corrections.
3. Individual: Students read a dialogue provided by the teacher about a customer buying clothing in a store. Students complete a cloze exercise based on the reading.
4. Whole class: The class is divided into two groups. One group is the customer and the second group is the clerk. Students perform impromptu dialogues using stop drama about buying an article of clothing. (Stop drama: dialogue begins and continues until the teacher claps. The teacher claps, the dialogue stops, and two new students continue the dialogue where the previous two left off.)
5. Pair: Students prepare a dialogue of their own in which one is a customer and the other a clerk. The customer wishes to buy a gift of clothing for a friend/family member, but is having difficulty finding the size and colour needed. The teacher prescribes the number of items of clothing that must be mentioned and the number of colours that must be included in the dialogue.
6. Pair: Students present their polished dialogues to the class.
7. *For the Academic level: After presenting their polished dialogues, students prepare to present impromptu dialogues in front of the class. The teacher informs the students that they will be paired up randomly and will present a dialogue to the class, one student playing the role of the customer and the other the role of the client. Note that the teacher has flexibility in prescribing the number of exchanges that the conversation (dialogue) between the clerk and customer should contain, whether or not the item is available, as well as whether to tell the students the article of clothing that they will be buying. The teacher divides the class into groups of three to four students. Half of the groups will prepare the role of the customer. Half of the groups will prepare the role of the clerk. The teacher*

instructs the students to prepare themselves by using the dialogues that they have prepared previously and the textbook to learn the vocabulary and phrasing for their roles, for example; "May I help you?", "I want to buy a white shirt." or "What size do you need?" Teacher uses a rubric for evaluation.

Assessment/Evaluation Techniques

Categories	Expectations	Tools	Activities
Knowledge/ Understanding	OL1.01, OL1.02	Observation	Students watch a video of a conversation between a store clerk and a client.
Thinking/Inquiry	RE1.01 WR1.02 GL1.08	Questionnaire	Students complete an answer sheet about video.
Knowledge/ Understanding Thinking/Inquiry	RE1.01, RE1.03	Checklist	Students read a dialogue of a conversation about a client and a customer, then complete a cloze exercise.
Application	OL1.03 OS1.01 OS1.02, OS1.04	Rubric for oral presentation	Students present dialogue.
Application Communication	OL1.03 OS1.01, RE1.02 WR1.01, WR1.02 WR1.03, WR1. 04 GL1.03, GL1.04, GL1.10	Rubric for oral presentation and written work	Students write and present an original dialogue.

Accommodations

- Consult student's Annual and/or Individual Education Plan.
- Group students to assist with tasks.
- Adjust length of time to complete tasks.
- Groups brainstorm ideas before beginning impromptu skits.
- Permit cue cards during dialogues
- Native speakers and/or advanced students complete enrichment activities which they present to the class (e.g., bartering in markets in the countries where the language is spoken, names of shops in the countries where the language of study is spoken; e.g., milk store = *lechería*)

Resources

Print

Clayton, John, Kenneth Hall, and Derek Utley. *Cara A Cara: Pair Work Activities in Spanish.*

Giannetti, George and Adolfo Ayala. *¡Leamos! Easy Reading Comprehension Exercises in Spanish, Copy Masters.*

Giannetti, George. *Pienso, Hablo, y Escribo: Guided Oral and Written Activities in Spanish. Copy Masters.*

Giannetti, George. *Un Calidoscopio de Palabras: Creative Vocabulary Activities in Spanish. Copy Masters.*

Met, Miriam, R. Sayers, and Carol Wargin. *Paso a Paso 1.* (clothing: Capitulo 6; colours: Capitulo 5)

Met, Miriam, R. Sayers, and Carol Wargin. *Paso a Paso 1: Overhead Transparencies.*

Met, Miriam, R. Sayers, and Carol Wargin. *Paso a Paso 1: Crossword Puzzles.*

Met, Miriam, R. Sayers, and Carol Wargin. *Paso a Paso 1: Communication Activities.*
Met, Miriam, R. Sayers, and Carol Wargin. *Paso a Paso 1: Videotape Package.* (dialogue in a store)
Morrow, Patricia. *Buscapalabras En Espanol: Hidden Word Puzzles in Spanish, Copy Masters.*
Sacks Da Silva, Zenia. *Persona a Persona 1.*
Sacks Da Silva, Zenia. *Persona a Persona 2.*
Samaniego, Fabian, et al. *¡Dime! Uno.*
Samaniego, Fabian, et al. *¡Dime! Dos.*

Technological
Computer software programs such as: *Spanish Bit by Bit, Spanish Contest, Caminando, Rosetta Stone, Spanish Computerized*, parts 1 and 2
CD-ROMs such as: *Language Explorer* (Nordic Software Inc.), *The Ultimate Multimedia Spanish Vocabulary Program* (National Textbook Company)
Internet for research

Activity 3: Cheese, Please!: Learning Food Names and Adjectives

Time: 180 minutes

Description

This activity introduces students to the names of many food items. They review adjectives previously learned and learn new adjectives that are used to describe foods. Students articulate their likes and dislikes with regard to food. Students write about the food preferences of friends and/or family members.

Strand(s) and Expectations

Strand(s): Oral Communication, Reading, Writing

Overall Expectations
OLV.01 - demonstrate an understanding of very simple spoken language in practical, structured situations, applying knowledge of basic vocabulary and language structures;
OSV.01 - communicate orally in different practical, structured situations and for different purposes, using basic vocabulary and language structures;
REV.01 - read age- and language-appropriate passages from different sources for various practical purposes, applying knowledge of simple vocabulary and language structures;
WRV.01 - write for a variety of practical purposes, using basic vocabulary and language structures.

Specific Expectations
Oral Communication: Listening
OL1.01 - identify sounds and demonstrate some understanding of basic vocabulary and language structures by giving brief answers to simple questions;
OL1.02 - use visual cues (e.g., facial expressions) and some verbal cues (e.g., intonation, tones) to understand simple oral messages in dialogues (e.g., interview or conversations on videotape).
Oral Communication: Speaking
OS1.01 - use standard pronunciation in the international language (for words and in phrases and sentences);
OS1.02 - use basic vocabulary and language structures to ask and answer short questions, and to make brief statements (e.g., order food in a restaurant).

Reading
RE1.01 - read short, simple texts (e.g., menus, schedules, dialogues) for comprehension, consolidation of oral skills, and expansion of vocabulary;
RE1.02 - read simple materials aloud to develop standard pronunciation.
Writing
WR1.01 - write complete but simple sentences, using basic vocabulary and language structures (e.g., identify and describe favourite foods);
WR1.02 - write answers to simple questions;
WR1.03 - write for practical purposes, using a model (e.g., create a party invitation);
WR1.04 - use resources to communicate more effectively in their writing (e.g., bilingual, visual dictionaries).

Prior Knowledge Required

- verbs *to like (gustar)* and *to dislike (no + gustar)*
- present tense of frequently used verbs
- passive knowledge of the names of food item: e.g., patatas fritas, un sándwich, una hamburguesa
- adjectives

Grammar and Language Knowledge

- expansion of use of verbs *to like, to dislike*
- simple sentence structure
- using adjectives
- using *porque* (because) to express an opinion

Planning Notes

- The teacher provides pictures of food appropriate for the activity (newspaper inserts, food magazines)
- The teacher has dictionaries available for the students to use.
- The teacher and students bring supplies to class: scissors, glue, staples, grocery flyers, bristol board, construction paper, etc.
- The teacher brings a selection of spices/flavours/foods to class for students to taste: lemon - sour (*amargo*), sugar - sweet (*dulce*); chilies - hot (*picante*)
- The teacher makes a list of food items and adjectives to describe food and prepares a quiz on same.

Teaching/Learning Strategies

1. Whole class: The teacher reviews the names of foods that students have already encountered in previous units and, using pictures, introduces new vocabulary: the names of new food items, such as lettuce and beef, as well as dishes, such as salad and chile con carne. *Alternative for Academic level: Students use their texts and notes to review vocabulary that they have already studied to create lists of all words and expressions having to do with food, food items, and drink. The teacher takes these up with the class as a whole.*
2. Pair: Using their textbook and the dictionary, students look up ten food items/dishes and list them.
3. Small group: Each pair joins with another to compare lists. As a group of four, they consolidate and/or modify their lists to create a total list of 15 food items, all of which are different. Students write their words and illustrate (draw or use cutouts) the words on chart paper. Each group presents its list orally to the class and posts the illustrated list in a location where it can be used for reference for the next exercises.
4. Whole class: The teacher reviews adjectives that students have previously learned and creates a list on the board. The teacher uses a sample of the spices and flavours he/she has brought to class and

asks for volunteers to taste one. Student and teacher decide if the sample is spicy (*picante*) or sweet (*dulce*). A number of students volunteer to taste the samples and a list of adjectives to describe food is created on the board. The teacher and students add to list as students suggest other adjectives that can be used to describe foods, e.g., expensive (*caro*).

5. Whole class: The teacher demonstrates how to state the name of a food he/she likes and explain why he/she likes the food: I like cake because it is sweet (*dulce*). I like soup because it is hot (*caliente*) and delicious. I like chile because it is hot (*picante*). (Note: Although *porque* is a subordinating conjunction and makes a sentence into a complex one, it is used in Level 1 Spanish texts and does not affect word order. German classes could use *denn* to achieve the same result without affecting word order.)
6. Whole class: Students volunteer one or two examples that the teacher writes on the board as models.
7. Individual: Each student writes five sentences, each one stating a food he/she likes and the reason why.
8. Pair: Students work in pairs to exchange their food likes by reading the sentences orally. Each person remembers or records some of the foods that the partner likes and the reasons why.
9. Whole class: The teacher divides the class into two large groups: e.g., girls/boys wearing jeans today/not wearing jeans or girls/boys wearing shirts versus sweaters. Teacher may find other creative ways to divide the class. One student from each group volunteers to record the results as the groups alternate in stating the food likes of their partners from step 8. For example: "She likes salads because they are healthy." With the teacher, the students summarize their findings using the third person plural of the verb *to like (gustar)*. For example: The girls like hamburgers because are tasty. or The boys like salads because they are healthy.
10. Whole class: Teacher and students repeat steps 4-9 as described above, but this time the teacher and students refer to food items they don't like.
11. Whole class: Students ask one another which foods they like and which they dislike.
12. Whole class: Written quiz on the vocabulary and the newly learned structure.
13. Individual: Each student writes and presents a skit/dialogue about what the members of his/her family or his/her friends eat. *Alternative for Academic level: In communities where there are groups of students from the same ethnic or religious group, the students could be divided according to these groups. The students could write a description of the meal that they enjoy on a special occasion, for example, Diwali, Easter, and Chanukah. Where this is not an appropriate exercise, the student works individually and writes a description of a special meal that his/her family enjoys.*

Assessment/Evaluation Techniques

Categories	Expectations	Tools	Activities
Knowledge/ Understanding	RE1.01, RE1.02 WR1.03 GL1.09	Checklist	Students list ten food items.
Thinking/Inquiry	OL1.01, OL1.02 OS1.01 GL1.09	Checklist	Students create new list of 15 food items, illustrate them, then present them to the class.
Knowledge/ Understanding Thinking/Inquiry Application	OL1.01 OS1.01, OS1.02 RE1.01, RE1.02 WR1.04 GL1.05, GL1.06	Rubric for oral presentations	Students write five food items they like and state the reason why. Students read their sentences to a partner.

Application/ Communication	RE1.01, RE1.02 GL1.05, GL1.08 GL1.09	Rubric for written work	Students record and summarize the food likes and dislikes of the class.
Communication Application	OL1.02,OS1.01, OS1.02 GL1.05, GL1.08, GL1.09	Rubric for oral presentations	Students present a skit/dialogue about what their family, friends eat.

Accommodations

- Consult student's Annual and/or Individual Education Plan.
- Group students to assist with tasks.
- Allow more time to complete tasks.
- Allow students to write the answer to the questions the partner gives and later, use this to read the answer to the class
- Native speakers provide class with vocabulary for foods that are particular to the countries where the language of study is spoken, e.g., in some Central and South America countries the fruit called chirimoya is very popular while not generally known here.

Resources

Print

Clayton, John, Kenneth Hall, and Derek Utley. *Cara A Cara: Pair Work Activities in Spanish.*

Giannetti, George and Adolfo Ayala. *¡Leamos! Easy Reading Comprehension Exercises in Spanish, Copy Masters.*

Giannetti, George. *Pienso, Hablo, y Escribo: Guided Oral and Written Activities in Spanish. Copy Masters.*

Giannetti, George. *Un Calidoscopio de Palabras: Creative Vocabulary Activities in Spanish. Copy Masters.*

Morrow, Patricia. *Buscapalabras En Espanol: Hidden Word Puzzles in Spanish, Copy Masters.*

Sacks Da Silva, Zenia. *Persona a Persona 1.*

Sacks Da Silva, Zenia. *Persona a Persona 2.*

Samaniego, Fabian, et al. *¡Dime! Uno.*

Samaniego, Fabian, et al. *¡Dime! Dos.*

Met, Miriam, R. Sayers, and Carol Wargin. *Paso a Paso 1* (Capitulo 4)

Met, Miriam, R. Sayers, and Carol Wargin. *Paso a Paso 1: Overhead Transparencies.*

Met, Miriam, R. Sayers, and Carol Wargin. *Paso a Paso 1: Crossword Puzzles.* (food/meals)

Met, Miriam, R. Sayers, and Carol Wargin. *Paso a Paso 1: Communication Activities.*

Met, Miriam, R. Sayers, and Carol Wargin. *Paso a Paso 1: Videotape Package.* (a meal)

Magazines for cutting out pictures of foods

Newspaper inserts with food items on sale

Technological

Computer software programs such as: *Spanish Bit by Bit, Spanish Contest, Caminando, Rosetta Stone, Spanish Computerized*, parts 1 and 2

CD-ROMs such as: *Language Explorer* (Nordic Software Inc.), *The Ultimate Multimedia Spanish Vocabulary Program* (National Textbook Company)

Activity 4: Around the World with Forty Foods: Foods of the World

Time: 180 minutes

Description

Students read restaurant advertisements for information. They design their own restaurant advertisement. Students create a dialogue about choosing a restaurant.

Strand(s) and Expectations

Strand(s): Oral Communication, Reading, Writing

Overall Expectations

OLV.01 - demonstrate an understanding of very simple spoken language in practical, structured situations, applying knowledge of basic vocabulary and language structures;
OSV.01 - communicate orally in different practical, structured situations and for different purposes, using basic vocabulary and language structures;
REV.01 - read age- and language-appropriate passages from different sources for various practical purposes, applying knowledge of simple vocabulary and language structures;
WRV.01 - write for a variety of practical purposes, using basic vocabulary and language structures.

Specific Expectations

Oral Communication: Listening

OL1.01 - identify sounds and demonstrate some understanding of basic vocabulary and language structures by giving brief answers to simple questions;
OL1.02 - use visual cues (e.g., facial expressions) and some verbal cues (e.g., intonation, tones) to understand simple oral messages in dialogues (e.g., interview or conversations on videotape);
OL1.O3 - identify cultural aspects of the international language (e.g., use of greetings, introductions).

Oral Communication: Speaking

OS1.O1 - use standard pronunciation in the international language (for words and in phrases and sentences);
OS1.02 - use basic vocabulary and language structures to ask and answer short questions and to make brief statements (e.g., order food in a restaurant);
OS1.03 - express likes and dislikes in brief, rehearsed conversations and dialogues.

Reading

RE1.01 - read short, simple texts (e.g., menus, schedules, dialogues) for comprehension, consolidation of oral skills, and expansion of vocabulary;
RE1.02 - read simple materials aloud to develop standard pronunciation;
RE1.03 - use visual cues (e.g., illustrations) and some verbal cues (e.g., context) to determine the meaning of messages in print and other media (e.g., advertisements, CD-ROMs);
RE1.05 - demonstrate knowledge of the culture of countries where the language is spoken (e.g., identify and describe typical foods, celebrations).

Writing

WR1.01 - write complete but simple sentences, using basic vocabulary and language structures (e.g., identify and describe favourite foods);
WR1.02 - write answers to simple questions;
WR1.03 - write for practical purposes, using a model (e.g., create a party invitation);
WR1.04 - use resources to communicate more effectively in their writing (e.g., bilingual, visual dictionaries);
WR1.05 - use knowledge of the culture of countries where the language is spoken in materials they write or create (e.g., design a poster for a special event).

Prior Knowledge Required

- present tense of frequently used regular verbs and some irregular verbs: *to want (querer)*
- telling time
- numbers 1-100

Grammar and Language Knowledge

- use of partitives
- conjunctions

Planning Notes

- The teacher provides several different restaurant advertisements in the language of study and a comprehension check cloze exercise for each one.
- The teacher provides written list of expectations for student-created restaurant advertisements.
- The teacher brings supplies to class: bristol board, masking tape, markers, etc.
- The teacher creates a model conversation of two people deciding which restaurant to go to for a meal. The two people discuss variables such as location of the restaurant, price of food, the type of food available, and the likes and dislikes of the two people in the conversation.
- The teacher creates rubrics for oral presentations and written work.

Teaching/Learning Strategies

1. Whole class: The teacher reviews the foods learned in previous activity, asking students to identify the country of origin of the foods whenever possible. The teacher and students create a list of ethnic origins of food.
2. Small group: The teacher provides each group of four to six students with one restaurant advertisement in the language of study. Students fill in a cloze exercise about the advertisement (e.g., The ethnic origin of the restaurant is _____. The hours of operation are from _____ until _____.)
   Alternative for Academic level: The students answer question on the advertisement (i.e., What is the ethnic origin of the restaurant? What are the hours of operation? Where is the restaurant located?).
3. Small group: Each group presents the information it has gathered about the advertisement to the class (e.g., Our restaurant is called _____ . It is a _____ restaurant. The address is _____.)
4. Small group: Each group must create a restaurant advertisement of its own which includes the following information: name, ethnic origin, house specialty, prices, address, hours. The advertisements are made on bristol board and displayed throughout the classroom.
5. Pair: The teacher distributes a copy of the model conversation to each pair. Each pair is given one or two variables that are changed. The students create a new conversation in which the new variables have been changed. For example, the model conversation is about going to a restaurant for lunch. The changed variable is that the new conversation is about choosing a restaurant for lunch. Another possibility is that one of the two people in the conversation wants Mexican food while the other wants Italian food. The ethnic origins are variables that the teacher may change.
6. Pair: Students present their dialogues to the class. *Alternative for Academic level: Each pair of students creates a dialogue about choosing a restaurant. The students include the restaurants mentioned in the advertisements made by the groups in the previous exercise. Each dialogue includes the structure learned in the previous activity: student indicates a food he/she likes or dislikes and states why. Students present their dialogues to the class.*

Assessment/Evaluation Techniques

Categories	Expectations	Tools	Activities
Knowledge/ Understanding	OL1.01 OL1.03, OS1.01 GL1.09	Observation	Students identify orally the ethnic origin of food.
Communication	OS1.01, OS1.02, OS1.03 GL1.01, GL1.09	Checklist	Students complete a fill in the blank exercise about a restaurant, then present it to the class.
Application/ Communication	RE1.05 WR1.03, WR1.04 WR1.05 GL1.01, GL1.09 GL1.10	Rubric for written work	Students create a restaurant advertisement.
Knowledge/ Understanding Application	OL1.01, OL1.02, OL1.03 RE1.01, RE1.02, RE1.03, RE1.05 WR1.01,WR1.02 GL1.06, GL1.07	Checklist	Students create a dialogue about choosing a restaurant and present to the class.

Accommodations

- Consult student's Annual and/or Individual Education Plan.
- Allow more time to complete tasks.
- Permit cue cards during dialogues.
- Increase/decrease level of difficult of vocabulary contained in the restaurant advertisements.
- Native or fluent speakers work independently or work together with other fluent speakers.
- Native speakers demonstrate a menu of their country of origin.

Resources

Print

Clayton, John, Kenneth Hall, and Derek Utley. *Cara A Cara: Pair Work Activities in Spanish.*

Dialogue on choosing a restaurant (in language of study)

Giannetti, George and Adolfo Ayala. *¡Leamos! Easy Reading Comprehension Exercises in Spanish, Copy Masters.*

Giannetti, George. *Pienso, Hablo, y Escribo: Guided Oral and Written Activities in Spanish. Copy Masters.*

Giannetti, George. *Un Calidoscopio de Palabras: Creative Vocabulary Activities in Spanish. Copy Masters.*

Met, Miriam, R. Sayers, and Carol Wargin. *Paso a Paso 1* (Mexican restaurant: Capitulo 12)

Met, Miriam, R. Sayers, and Carol Wargin. *Paso a Paso 1: Overhead Transparencies.*

Met, Miriam, R. Sayers, and Carol Wargin. *Paso a Paso 1: Crossword Puzzles.*

Met, Miriam, R. Sayers, and Carol Wargin. *Paso a Paso 1: Communication Activities.* (ordering in a restaurant)

Met, Miriam, R. Sayers, and Carol Wargin. *Paso a Paso 1: Videotape Package.* (in a restaurant)

Morrow, Patricia. *Buscapalabras En Espanol: Hidden Word Puzzles in Spanish, Copy Masters.*

Restaurant advertisements in the language of study

Sacks Da Silva, Zenia. *Persona a Persona 1.*

Sacks Da Silva, Zenia. *Persona a Persona 2.*

Samaniego, Fabian, et al. *¡Dime! Uno.*

Samaniego, Fabian, et al. *¡Dime! Dos.*

Technological

Computer software programs such as: *Spanish Bit by Bit, Spanish Contest, Caminando, Rosetta Stone, Spanish Computerized*, parts 1 and 2

CD-ROMs such as: *Language Explorer* (Nordic Software Inc.), *The Ultimate Multimedia Spanish Vocabulary Program* (National Textbook Company)

Internet for researching restaurant advertisements

Activity 5: So Many Choices, So Little Time: Creating a Menu

Time: 200 minutes

Description

Students create their own menu of favourite foods of the culture of the language of study. Students role play ordering food in a restaurant.

Strand(s) and Expectations

Strand(s): Oral Communication, Reading, Writing

Overall Expectations

OLV.01 - demonstrate an understanding of very simple spoken language in practical, structured situations, applying knowledge of basic vocabulary and language structures;
OSV.01 - communicate orally in different practical, structured situations and for different purposes, using basic vocabulary and language structures;
REV.01 - read age- and language-appropriate passages from different sources for various practical purposes, applying knowledge of simple vocabulary and language structures;
WRV.01 - write for a variety of practical purposes, using basic vocabulary and language structures.

Specific Expectations

Oral Communication: Listening

OL1.01 - identify sounds and demonstrate some understanding of basic vocabulary and language structures by giving brief answers to simple questions;
OL1.02 - use visual cues (e.g., facial expressions) and some verbal cues (e.g., intonation, tones) to understand simple oral messages in dialogues (e.g., interview or conversations on videotape);
OL1.03 - identify cultural aspects of the international language (e.g., use of greetings, introductions).

Oral Communication: Speaking

OS1.01 - use standard pronunciation in the international language (for words and in phrases and sentences);
OS1.02 - use basic vocabulary and language structures to ask and answer short questions, and to make brief statements (e.g., order food in a restaurant);
OS1.03 - express likes and dislikes in brief, rehearsed conversations and dialogues;
OS1.04 - apply knowledge of the cultural aspects of the international language by using oral language conventions appropriately (e.g., forms of greeting).

Reading
RE1.01 - read short, simple texts (e.g., menus, schedules, dialogues) for comprehension, consolidation of oral skills, and expansion of vocabulary;
RE1.02 - read simple materials aloud to develop standard pronunciation;
RE1.03 - use visual cues (e.g., illustrations) and some verbal cues (e.g., context) to determine the meaning of messages in print and other media (e.g., advertisements, CD-ROMs);
RE1.04 - respond to materials read by answering short questions;
RE1.05 - demonstrate knowledge of the culture of countries where the language is spoken (e.g., identify and describe typical foods, celebrations).
Writing
WR1.01 - write complete but simple sentences, using basic vocabulary and language structures (e.g., identify and describe favourite foods);
WR1.02 - write answers to simple questions;
WR1.03 - write for practical purposes, using a model (e.g., create a party invitation);
WR1.04 - use resources to communicate more effectively in their writing (e.g., bilingual, visual dictionaries);
WR1.05 - use knowledge of the culture of countries where the language is spoken in materials they write or create (e.g., design a poster for a special event).

Prior Knowledge Required
- vocabulary associated with food
- numbers 1-100
- writing prices

Grammar and Language Knowledge
- conditional of verb "to like" (I would like = *me gustaría*)
- interrogatives

Planning Notes
- The teacher supplies copies of a blank menu divided into meal categories.
- The teacher prepares an acetate with the correct answers to the blank menu.
- The teacher brings several different menus (in language of study).
- The teacher provides written copies of the menu themes.
- The teacher supplies storyboard paper to class, dictionaries.
- The teacher provides a reading passage about people ordering food in a restaurant and creates a question sheet to check reading comprehension.
- The teacher finds/creates rubrics for oral comprehension and written work.

Teaching/Learning Strategies
1. Whole class: The teacher distributes a blank menu divided into meal categories: Appetizers, Main Courses, Desserts, and Beverages. Using the food lists created in the previous activities, the teacher reads aloud names of foods. Students record the names of the foods under the appropriate heading on their sheets. The teacher may expand the list.
2. Small group: Students compare their answers. Each group is responsible for one meal category and prepares the final list of food items for this category. The group records the items for the category on chart paper. Each group presents its list of food items to the class and displays the chart paper. The teacher and students make necessary corrections.

3. Small group: Each group is given a menu theme. Some possibilities for themes are as follows: a vegetarian restaurant, a fast food restaurant, a restaurant that teens would flock to, a menu for the Olympic athletes, a fancy restaurant of whichever ethnic origin they wish, a menu for a special occasion like a wedding. Each group prepares a menu for that restaurant or occasion, listing available food items in the appropriate categories and their prices. Students create a final illustrated/decorated menu to display that includes a name for the restaurant, foods, and prices. Students may use word processor and clip art or graphics programs to create their menus.
4. Individual: Students read a passage provided by the teacher that deals with people ordering food in a restaurant. Students complete written questions and or exercises based on the reading passage and submit to teacher for comprehension check.
5. Pair: Students write their own dialogue about two people ordering food, modelling their dialogue after the reading passage. Their dialogue takes place in one of the restaurants advertised by the class from the previous exercise.
6. Pair: Students present their memorized dialogues to the class. *Alternative for Academic level: After presenting their polished dialogues, students prepare to present impromptu dialogues in front of the class. The teacher informs the students that they will be paired up randomly and will present a dialogue to the class, one student playing the role of the customer in a restaurant and the other the role of the server. Note that the teacher has flexibility in prescribing the number of exchanges that the conversation (dialogue) between the customer and server should contain and whether the food item that the customer orders is available. As well, the teacher may tell the students in each pair which food item they will be ordering or allow the student to choose for him/herself. The teacher divides the class into groups of three to four students. Half of the groups prepare the role of the customer. Half of the groups prepare the role of the server. The teacher instructs the students to prepare by using the dialogues that they have prepared previously and the textbook to learn the vocabulary and phrasing for their roles, for example, "May I help you?", "I would like to have the soup of the day." or "What would like to drink?" Teacher uses a rubric for evaluation. As a model or with native speakers, the teacher may wish to assume one of the roles.*

Assessment/Evaluation Techniques

Categories	Expectations	Tools	Activities
Knowledge/ Understanding Thinking/Inquiry Communication	OS1.01, OS1.02, OS1.03 RE1.01 RE1.02 WR1.03 GL1.09	Checklist	Students classify food according to category. Students present one list of foods for one category.
Knowledge/ Understanding Application	WR1.03, WR1.04, WR1.05 GL1.09	Rubric for written work	Students create a menu.
Knowledge/ Understanding Thinking/Inquiry Application Communication	OL1.01 OL1.02, OL1.03 OS1.01, OS1.02, OS1.03, OS1.04 RE1.01 RE1.02, RE1.03 RE1.04, RE1.05 WR1.01 WR1.02, WR1.03 WR1.04, WR1.05 GL1.02, GL1.04, GL1.08	Rubric for oral presentation	Students prepare and present a dialogue.

Accommodations

- Consult student's Annual and/or Individual Education Plan.
- Group students to assist with tasks.

- Allow more time to complete tasks.
- Permit cue cards during dialogues.
- Modify comprehension questions for reading passage (e.g., true/false, multiple choice).
- Native speakers search Internet for menus, advertisements in language of study that use food vocabulary.
- Alternative for dialogue: fill in the blanks in a dialogue created by the teacher, or rearrange scrambled sentences to form a logical dialogue.

Resources

Print

Clayton, John, Kenneth Hall, and Derek Utley. *Cara A Cara: Pair Work Activities in Spanish.*

Giannetti, George and Adolfo Ayala. *¡Leamos! Easy Reading Comprehension Exercises in Spanish, Copy Masters.*

Giannetti, George. *Pienso, Hablo, y Escribo: Guided Oral and Written Activities in Spanish. Copy Masters.*

Giannetti, George. *Un Calidoscopio de Palabras: Creative Vocabulary Activities in Spanish. Copy Masters.*

Morrow, Patricia. *Buscapalabras En Espanol: Hidden Word Puzzles in Spanish, Copy Masters.*

Sacks Da Silva, Zenia. *Persona a Persona 1.*

Sacks Da Silva, Zenia. *Persona a Persona 2.*

Samaniego, Fabian, et al. *¡Dime! Uno.*

Samaniego, Fabian, et al. *¡Dime! Dos.*

Met, Miriam, R. Sayers, and Carol Wargin. *Paso a Paso.*

Met, Miriam, R. Sayers, and Carol Wargin. *Paso a Paso 1: Overhead Transparencies.*

Met, Miriam, R. Sayers, and Carol Wargin. *Paso a Paso 1: Crossword Puzzles.*

Met, Miriam, R. Sayers, and Carol Wargin. *Paso a Paso 1: Communication Activities.*

Met, Miriam, R. Sayers, and Carol Wargin. *Paso a Paso 1: Videotape Package.*

Menus from different types of restaurants in the language of study

Technological

Computer software programs such as: *Spanish Bit by Bit, Spanish Contest, Caminando, Rosetta Stone, Spanish Computerized*, parts 1 and 2

CD-ROMs such as: *Language Explorer* (Nordic Software Inc.), *The Ultimate Multimedia Spanish Vocabulary Program* (National Textbook Company)

Internet for menus

Activity 6: Now We're Cooking!: Making a Cookbook and Preparing a Meal

Time: 300 minutes

Description

Students research popular recipes of the culture of the language of study and compile a cookbook for the class. Students prepare a meal and enjoy the fruits of their labour!

Strand(s) and Expectations

Strand(s): Oral Communication, Reading, Writing

Overall Expectations

OLV.01 - demonstrate an understanding of very simple spoken language in practical, structured situations, applying knowledge of basic vocabulary and language structures;
OSV.01 - communicate orally in different practical, structured situations and for different purposes, using basic vocabulary and language structures;
REV.01 - read age- and language-appropriate passages from different sources for various practical purposes, applying knowledge of simple vocabulary and language structures;
WRV.01 - write for a variety of practical purposes, using basic vocabulary and language structures.

Specific Expectations

Oral Communication: Listening
OL1.01 - identify sounds and demonstrate some understanding of basic vocabulary and language structures by giving brief answers to simple questions;
OL1.03 - identify cultural aspects of the international language (e.g., use of greetings, introductions).
Oral Communication: Speaking
OS1.01 - use standard pronunciation in the international language (for words and in phrases and sentences).
Reading
RE1.01 - read short, simple texts (e.g., menus, schedules, dialogues) for comprehension, consolidation of oral skills, and expansion of vocabulary;
RE1.02 - read simple materials aloud to develop standard pronunciation;
RE1.03 - use visual cues (e.g., illustrations) and some verbal cues (e.g., context) to determine the meaning of messages in print and other media (e.g., advertisements, CD-ROMs);
RE1.05 - demonstrate knowledge of the culture of countries where the language is spoken (e.g., identify and describe typical foods, celebrations).
Writing
WR1.01 - write complete but simple sentences, using basic vocabulary and language structures (e.g., identify and describe favourite foods);
WR1.03 - write for practical purposes, using a model (e.g., create a party invitation);
WR1.04 - use resources to communicate more effectively in their writing (e.g., bilingual, visual dictionaries);
WR1.05 - use knowledge of the culture of countries where the language is spoken in materials they write or create (e.g., design a poster for a special event).

Prior Knowledge Required

- vocabulary associated with food
- numbers 0-100

Grammar and Language Knowledge

- use of the infinitive to function as an imperative
- vocabulary related to food preparation
- partitives: I want some, a little, etc.

Planning Notes

- The teacher prepares vocabulary list of words/expressions associated with following a recipe.
- The teacher books computer lab time and library time for entire class.
- The teacher ensures the timing of the meal does not conflict with religious holidays so that all students may participate.
- The teacher verifies with students that food allergies are not a problem.
- The teacher reviews responsible behaviour and safe use of cooking equipment with students.
- The teacher distributes instruction sheet including responsibilities list for cooking day.
- The teacher reminds students several times in the days prior to the cooking day to bring all necessary cooking supplies and foods to class.

Teaching/Learning Strategies

1. Whole class: The teacher provides vocabulary lists of words and expressions associated with following a recipe: terms of quantity such as teaspoon, and directions such as stir or mix.
2. Small group: The teacher arranges students into groups and gives each group a food/menu category: Appetizers, Main Courses, Desserts, Beverages. Using computers and/or the Library/Resource Centre, each group finds one different recipe per student in their category of foods typically prepared in the culture of the language of study. Each student uses a word processor to type up a polished copy of the recipe he/she has selected and makes two copies. Students find clip art to illustrate their recipes.
3. Individual: Using one copy of the recipe, student labels/identifies the vocabulary that the teacher had provided previously; for example, underline terms of quantity, circle cooking verbs, etc. Student submits this to the teacher for evaluation.
4. Whole class: Each student submits the second copy of his/her recipe. Class compiles a cookbook of the recipes submitted using the following steps: each student designs a cover page, a table of contents, and colour-coded dividers according to the food-menu category; books are stapled (or bound with ribbon, twine, etc.). Students may use a word processor, and clip art or graphics programs. Each student receives a booklet of recipes in the language of study.
5. Whole class: The teacher chooses one simple recipe, representative of the countries where the language of study is spoken (e.g., tacos, tortilla española, seven-layer nachos, gazpacho, chili con carne, churros). Each student receives one copy of the same recipe. The teacher explains the recipe, the requirements for the ingredients and expectations of attendance and responsibilities for the success of this activity. (See Appendix C-06.)
6. Small group: Students get into groups of five to six to review the recipe and each writes his/her name beside the listed ingredient(s) that he/she agrees to purchase and bring to class for the group. Each student copies the name beside each ingredient onto his/her recipe. Students prepare to cook the recipe in class in one week's time. One item in the recipe may need to be pre-cooked at home (e.g., pre-frying ground beef or pre-frying potatoes), therefore one responsible student from each group agrees to do so at home before the cooking day. Students organize themselves and decide who will bring non-food items such as cooking utensils and/or microwaveable containers. Students record this list.

7. Small group: Two days before the cooking day, the groups get together to go over each person's responsibilities, attendance, and punctuality for cooking day. The teacher names each ingredient in the recipe one by one, and one student from each group raises his/her hand simultaneously to indicate which ingredient he/she will be bringing to class.
8. Small group: On cooking day the groups follow the recipe and eat the food of the language of study. The teacher circulates in the classroom and asks students to name ingredients that they are using for that recipe. Students cook, eat, and clean up during one period of class.

Assessment/Evaluation Techniques

Categories	Expectations	Tools	Activities
Thinking/Inquiry Application	RE1.01, RE1.03, RE1.05 WR1.01, WR1.03, WR1.04, WR1.05 GL1.01, GL1.09	Rubric for written work	Students research and write a recipe from the culture of the language of study.
Knowledge/ Understanding	RE1.01, RE1.03 WR1.03 GL1.04, GL1.09, GL1.10	Checklist	Students identify vocabulary in a recipe.
Knowledge/ Understanding	RE1.01, RE1.03 WR1.03, WR1.04, WR1.05	Observation Rubric for Written work	Students compile a cookbook.
Communication	OL1.01, OL1.03, OS1.01 RE1.01, RE1.02	Observation	Students make plans for cooking in class.

Accommodations

- Consult student's Annual and/or Individual Education Plan.
- Group students to assist with tasks.
- Native speakers help teacher with vocabulary list of words and expression associated with recipe/cooking.
- More advanced students take on responsibility for compiling/editing the cookbook.

Resources

Print

Clayton, John, Kenneth Hall, and Derek Utley. *Cara A Cara: Pair Work Activities in Spanish.*

Giannetti, George and Adolfo Ayala. *¡Leamos! Easy Reading Comprehension Exercises in Spanish, Copy Masters.*

Giannetti, George. *Pienso, Hablo, y Escribo: Guided Oral and Written Activities in Spanish. Copy Masters.*

Giannetti, George. *Un Calidoscopio de Palabras: Creative Vocabulary Activities in Spanish. Copy Masters.*

Menus from different types of restaurants, in English as well as in the language of study

Met, Miriam, R. Sayers, and Carol Wargin. *Paso a Paso 1.* (churros: pp.144,145; story of chocolate pp.144,145)

Met, Miriam, R. Sayers, and Carol Wargin. *Paso a Paso 1: Overhead Transparencies.*

Met, Miriam, R. Sayers, and Carol Wargin. *Paso a Paso 1: Crossword Puzzles.*

Met, Miriam, R. Sayers, and Carol Wargin. *Paso a Paso 1: Communication Activities.*

Met, Miriam, R. Sayers, and Carol Wargin. *Paso a Paso 1: Videotape Package.*

Morrow, Patricia. *Buscapalabras En Espanol: Hidden Word Puzzles in Spanish, Copy Masters.*

Sacks Da Silva, Zenia. *Persona a Persona 1.*

Sacks Da Silva, Zenia. *Persona a Persona 2.*

Samaniego, Fabian, et al. *¡Dime! Uno.*

Samaniego, Fabian, et al. *¡Dime! Dos.*

Technological

Computer software programs such as: *Spanish Bit by Bit, Spanish Contest, Caminando, Rosetta Stone, Spanish Computerized*, parts 1 and 2

CD-ROMs such as: *Language Explorer* (Nordic Software Inc.), *The Ultimate Multimedia Spanish Vocabulary Program* (National Textbook Company)

Internet for menus

Appendix A-01

Level 1 Open Expectations (Codes)

Oral Communication: Listening

Overall Expectations

OLV.01

– demonstrate an understanding of very simple spoken language in practical, structured situations, applying knowledge of basic vocabulary and language structures.

Specific Expectations

OL1.01

– identify sounds and demonstrate some understanding of basic vocabulary and language structures by giving brief answers to simple questions;

OL1.02

– use visual cues (e.g., facial expressions) and some verbal cues (e.g., intonation, tones) to understand simple oral messages in dialogues (e.g., interviews or conversations on videotape);

OL1.03

– identify cultural aspects of the international language (e.g., use of greetings, introductions).

Oral Communication: Speaking

Overall Expectations

OSV.01

– communicate orally in different practical, structured situations and for different purposes, using basic vocabulary and language structures.

Specific Expectations

OS1.01

– use standard pronunciation in the international language (for words and in phrases and sentences);

OS1.02

– use basic vocabulary and language structures to ask and answer short questions, and to make brief statements (e.g., order food in a restaurant);

OS1.03

– express likes and dislikes in brief, rehearsed conversations and dialogues;

OS1.04

– apply knowledge of the cultural aspects of the international language by using oral language conventions appropriately (e.g., forms of greeting).

Appendix A-02

Level 1 Open Expectations (Codes)

Reading

Overall Expectations

REV.01

– read age- and language-appropriate passages from different sources for various practical purposes, applying knowledge of simple vocabulary and language structures.

Specific Expectations

RE1.01

– read short, simple texts (e.g., menus, schedules, dialogues) for comprehension, consolidation of oral skills, and expansion of vocabulary;

RE1.02

– read simple materials aloud to develop standard pronunciation;

RE1.03

– use visual cues (e.g., illustrations) and some verbal cues (e.g., context) to determine the meaning of messages in print and other media (e.g., advertisements, CD-ROMs);

RE1.04

– respond to materials read by answering short questions;

RE1.05

– demonstrate knowledge of the culture of countries where the language is spoken (e.g., identify and describe typical foods, celebrations).

Writing

Overall Expectations

WRV.01

– write for a variety of practical purposes, using basic vocabulary and language structures.

Specific Expectations

WR1.01

– write complete but simple sentences, using basic vocabulary and language structures (e.g., identify and describe favourite foods);

WR1.02

– write answers to simple questions;

WR1.03

– write for practical purposes, using a model (e.g., create a party invitation);

WR1.04

– use resources to communicate more effectively in their writing (e.g., bilingual, visual dictionaries);

WR1.05

– use knowledge of the culture of countries where the language is spoken in materials they write or create (e.g., design a poster for a special event).

Appendix A-03

Level 1 Open Expectations (Codes)

Grammar and Language Knowledge

GL1.01 Nouns

– use of articles with nouns, – formation of the plural, – gender of nouns, – use of the partitive with nouns (e.g., some pizza, any hamburger)

GL1.02 Prepositions

– simple prepositions (e.g. to, at, of), – simple prepositions and articles (e.g., to the, at the, of the)

GL1.03 Pronouns

– subject pronouns, singular and plural, – interrogative pronouns (e.g., who, what)

GL1.04 Verbs

– present tense, regular verbs and frequently used irregular verbs (e.g., to be, to have, to want, to go) , – verbs in simple negative constructions

GL1.05 Adjectives

– regular adjectives and frequently used irregular adjectives (e.g., good), – expressions of quantity, – possessive adjectives (e.g., my, your, his, her), – demonstrative adjectives (e.g., this, that), – interrogative adjectives (e.g., which)

GL1.06 Conjunctions

– common conjunctions (e.g., and, or)

GL1.07 Adverbs

– adverbs used to modify verbs (e.g., She drives quickly.), – adverbs used to modify adjectives (e.g., I am very happy.),

GL1.08 Syntax

– word order in simple sentences, positive and interrogative, – subject-verb agreement (e.g. he is, boys are), – gender and number agreement in noun phrases

GL1.09 Vocabulary

– days of the week, months of the year, time of day, – names of colours, – words associated with the family, food, leisure, transportation, places (e.g., school, office, factory), – basic salutations, – words related to the topic of health, – names of school disciplines, – cardinal numbers (1-100)

GL1.10 Other Elements

– expressions useful in the classroom (e.g., expressions used to ask permission, simple commands), – idiomatic expressions, – essential characteristics of the writing system, as required

Appendix B-01

Rubric for Evaluating Oral/Aural Communication

Categories	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
Knowledge/ Understanding	- uses recently taught language knowledge with limited success	- uses recently taught language knowledge with some success	- uses recently taught language knowledge with some facility and accuracy	- uses recently taught language knowledge with facility and accuracy
Communication	- speaks with hesitation and limited pronunciation accuracy - demonstrates limited aural understanding	- speaks somewhat fluently, with moderate pronunciation accuracy - demonstrates some aural understanding	- speaks quite fluently and pronounces quite accurately - demonstrates considerable aural understanding	- speaks fluently and pronounces accurately - demonstrates very good aural understanding
Application	- forms sentences and questions with limited accuracy - has limited success responding to spoken cues	- forms sentences and questions with some accuracy - has moderate success responding to spoken cues	- forms sentences and questions with considerable accuracy - responds to spoken cues quite accurately and appropriately	- forms sentences and questions with consistent accuracy - responds to spoken cues accurately and appropriately
Thinking/Inquiry	- expresses limited interesting and relevant details	- expresses a moderate number of interesting and relevant details	- expresses interesting and relevant details	- expresses many interesting and relevant details

Note: This rubric may be adapted to assess students' use of language in a group activity.
Note: A student whose achievement is below level 1 (50%) has not met the expectations for this assignment or activity.

Appendix B-02

Rubric for Evaluating Writing

Categories	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
Knowledge/ Understanding	- uses recently taught language knowledge with limited accuracy on rough copy	- uses recently taught language knowledge with some accuracy on rough copy	- uses recently taught language knowledge with some facility on rough copy	- uses recently taught language knowledge with facility on rough copy
	- has limited success making corrections on final copy	- has some success making corrections on final copy	- corrects final copy appropriately	- corrects final copy easily and appropriately
Communication	- has limited success writing sentences to convey meaning	- has some success writing sentences to convey meaning	- conveys meaning well through writing	- conveys meaning very well through writing
Application	- has limited success organizing the elements of a sentence	- has some success organizing the elements of a sentence	- organizes most elements of a sentence accurately and appropriately	- organizes the elements of a sentence accurately and appropriately
Thinking/Inquiry	- incorporates few interesting and relevant details	- incorporates a moderate number of interesting and relevant details	- incorporates interesting and relevant details	- incorporates many interesting and relevant details

Note: A student whose achievement is below level 1 (50%) has not met the expectations for this assignment or activity.

Appendix C-01

Create your own pizza

Match the following Italian verbs associated with pizza making to their meaning in English:

1. impastare	a) to cut
2. spolverizzare	b) to stretch
3. infarinare	c) to press
4. tirare	d) to put
5. mettere	e) to rise
6. preparare	f) to flour
7. tagliare	g) to add spice
8. cuocere	h) to stretch
9. aromatizzare	i) to cook
10. lievitare	j) to sprinkle
11. allargare	k) to mix
12. pigiare	l) to prepare

Using a dictionary, find eight additional toppings that could be put on your gourmet pizza. Write the English equivalent in brackets.

1.

2.

3.

4.

5.

6.

7.

8.

Appendix C-02

List of Possible Questions and Answers for Interviews about Activities in and out of School

Beschäftigungen in und außerhalb der Schule

	Frage	Antwort
1.	Wie geht's?	Gut, danke.
2.	Bist du beschäftigt?	Ja, ich bin beschäftigt. Nein, ich bin nicht beschäftigt.
3.	Wieviele Fächer hast du in der Schule?	Ich habe acht Fächer.
4.	Welche Fächer hast du?	Ich habe...
5.	Welche Fächer hast du vor dem Mittagessen?	Ich habe...vor dem Mittagessen.
6.	Welche Fächer hast du nach dem Mittagessen?	Ich habe...nach dem Mittagessen.
7.	Was ist dein Lieblingsfach?	Mein Lieblingsfach ist...
8.	Um wieviel Uhr beginnt der Schultag?	Die Schule beginnt um...Uhr.
9.	Um wieviel Uhr endet der Schultag?	Die Schule endet um...Uhr.
10.	Spielst du auf einer Sportmannschaft?	Ja, ich spiele...Nein, ich...nach der Schule.
11.	Was machst du in deiner Freizeit?	Ich spiele...Ich lerne...Ich sehe fern.
12.	Hast du Hobbies?	Ja, ich...Nein, ich habe keine.
13.	Um wieviel Uhr gehst du ins Bett?	Ich gehe um...Uhr ins Bett.

Activities in and out of school

	Question	Answer
1.	How are you?	Fine, thank you.
2.	Are you busy?	Yes, I'm busy. No, I'm not busy.
3.	How many subjects do you have in school?	I have eight subjects.
4.	Which subjects do you have?	I have...
5.	Which subjects do you have before lunch?	I have...before lunch.
6.	Which subjects do you have after lunch?	I have...after lunch.
7.	What is your favourite subject?	My favourite subject is...
8.	At what time does the school day start?	School starts at...o'clock.
9.	At what time does the school day end?	School ends at...o'clock.
10.	Do you play on a sports team?	Yes, I play...No, I...after school.
11.	What do you do in your free time?	I play...I study...I watch TV.
12.	Do you have hobbies?	Yes, I...No, I have none.
13.	At what time do you go to bed?	I go to bed at...o'clock.

Appendix C-03

Letter Activity

Students replace underlined segments of the letter.

Lieber Brieffreund (Liebe Brieffreundin),

Wie geht's? Ich schreibe Dir heute über meinen Zeitplan und meine Hobbys. Ich stehe um 7 Uhr auf. Ich bin um 8 Uhr in der Schule. Die Klassen beginnen um *halb neun*. Mein erstes Fach ist *Musik*. Dann habe ich Auto, Geschichte, Mittagessen und Biologie. Um wieviel Uhr stehst Du auf? Wie ist Dein Zeitplan in der Schule? Welche Fächer hast Du?

Was machst Du nach der Schule? Ich spiele Korbball auf einer Schulmannschaft.

Dann gehe ich nach Hause fürs Abendessen. Um 19 Uhr mache ich meine Schularbeit, dann sehe ich fern. Meistens gehe ich um 23 Uhr ins Bett. Wie steht's bei Dir?

Ich muß jetzt schliessen. Meine Lieblingsfernsehsendung beginnt in fünf Minuten.

Schreib bitte bald!

Dein(e)

Appendix C-04

Letter to Key Pal

Dear Key Pal,

How are you? I'm writing to you today about my schedule and my hobbies. I get up at 7. I'm at school by 8. Classes begin at half past eight. My first subject is music. Then I have auto shop, history, lunch, and biology. At what time do you get up? How is your schedule at school? Which subjects do you have?

What do you do after school? I play basketball on a school team. Then I go home for dinner. At 7 o'clock I do my school work, then I watch TV. Usually I go to bed at 11 o'clock. What about you?

I've got to go now. My favourite TV show starts in five minutes.

Please write soon!

Yours truly,

Appendix C-05

Quiz on Clothing

A. Read the descriptions below and follow the instructions. DO NOT USE the same piece of clothing more than once.

DESCRIPTIONS:

1. Choose one (1) of the seasons listed below. Draw a stick figure. Draw two (2) articles of clothing on the stick figure that are appropriate for the season that you have chosen. Write the name of each item of clothing and include the article (*el* or *la*) for each.
   i) winter
   ii) summer

2. Choose one (1) of the weather conditions listed below. Draw a stick figure. Draw two (2) articles of clothing on the stick figure that are appropriate for the weather condition that you have chosen. Write the name of each item of clothing and include the article (*el* or *la*) for each.
   i) rainy
   ii) heat wave

3. Choose one (1) of the occasions listed below. Draw a stick figure. Draw two (2) articles of clothing on the stick figure that are appropriate for the occasion that you have chosen. Write the name of each item of clothing and include the article (*el* or *la*) for each.
   i) school dance
   ii) studying at home

B. Conteste en oraciones completas las preguntas siguientes. (Answer the following questions in complete sentences.)

1. ¿De qué color es el suéter de la profesora/del profesor?

2. ¿Qué lleva Ud. en sus pies hoy?

3. ¿Qué lleva en la cabeza la profesora/el profesor?

Appendix C-06

Proyecto: Una Comida Mexicana (A Mexican Meal)

Each group of five or six students will prepare a delicious Mexican meal. Each group will prepare the meal for the members of that group only. Below is the list of all the ingredients that each group must bring to class.

Read the list carefully. If each student brings the ingredients listed for one of the numbers below, then the cost per person for the ingredients will be distributed amongst all the members of the group. Groups may wish to divide the ingredients differently. However, be sure to do it fairly.

Everyone must bring something!

Note: There is a vegetarian option for those who prefer not to eat beef.

1. taco shells – 2 boxes of hard or soft shells
   1 package of taco seasoning
2. 3-4 tomatoes – pre-chop these at home and bring to school in a container
   4-5 leaves of lettuce – pre-shred these at home and bring to school in a container
   1 small jar of jalapeno peppers
3. ground beef – pre-fry the beef at home:
   Sauté 1 kg of ground beef with finely chopped onion and 8 drops of hot sauce. Taste and add additional drops of hot sauce until desired hotness is reached. Bring to school in a container. Refrigerate immediately. It will be re-heated at school.
   Vegetarian options: instead of beef you may substitute one of the following: 2 cans of cooked beans or refried beans, or 2 large avocados, or extra cheese
4. 500 or 750 mL grated medium or old cheddar cheese
5. 1 jar or can of mild or medium salsa. Bring a spoon.
6. For an appetizer, you may wish to bring the following ingredients to make guacamole in class:
   1 soft avocado and 1 large tomato, 1 small red onion (finely chopped), 2-3 jalapeño peppers, nacho chips. Bring a medium bowl.
   If you prefer, you may bring nacho chips and a large jar of mild or medium salsa.
7. EACH MEMBER OF THE GROUP BRINGS HIS OR HER OWN DRINK.
   PAPER PLATES, PLASTIC CUTLERY, AND NAPKINS WILL BE PROVIDED.

BUEN PROVECHO